THE REPORT

OF THE

PRESIDENT

OF

QUEEN'S COLLEGE, GALWAY,

FOR

THE SESSIONS 1872-73, 1873-74.

Presented to both Houses of Parliament by Command of Her Majesty.

CONTENTS.

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FOR

THE SESSIONS 1872-73, 1873-74.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,

In my last report (for the Sessions 1870-1 and 1871-2) I was enabled to show a gratifying increase in the number of students entering and attending the College, and I ventured to anticipate continued progress in the same direction. Tables I. and II. will, however, show that my anticipations were unfortunately not realized in the next Session, 1872-3, but that there was a decrease both in the entrances and attendance. It will be seen that that decrease was in both instances due to a falling off among the Roman Catholic students—that whereas 31 Roman Catholics entered in 1871-2, only 24 entered in 1872-3; and whereas 79 Roman Catholics were in attendance in 1871-2, there were only 68 in 1872-3.

The cause of this falling off is not difficult to find. Before the commencement of the Session 1872-3 it had become well known that it was the intention of your Majesty's Government to introduce into Parliament a bill for the reconstruction of University education in Ireland, and though the details of that measure were not announced, it was generally believed that it was intended to suppress this one at least, if not all, of the Queen's Colleges, and the system of education which they were established to promote. That there was good ground for that belief is now well known. In the last session of Parliament sentence of extinction was pronounced upon this College in the Irish University Bill. The execution of that sentence was, however, arrested, and, we may hope, for ever rendered impossible by the almost unanimous voice of Parliament. It is a matter of the deepest satisfaction to myself and the Professors, who have now for a quarter of a century, in the face of a most vigorous opposition, struggled with me to plant in this remote part of your dominions an institution which should be at once a centre of enlightenment and of

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loyalty to your Majesty, to know that our efforts have not been in vain, but that they have been recognised and approved by most eminent and influential men of all parties in the House of Commons. I venture to think that no better evidence of the work which has been done by this College need be adduced than is found in the eloquent speeches of men of authority and position such as your Majesty's present and late Postmasters-General, Sir William V. Harcourt, late Solicitor-General, Professor Fawcett, Colonel Wilson-Patten (now Lord Winmarleigh), and formerly Chief Secretary for Ireland), and Lord E. Fitzmaurice, extracts from whose speeches will be found in Appendix No. 1.

Parliament having declared its will that this College should continue to discharge the important functions for which it was established, I am glad to be enabled to point out that the feeling of the country appears to be in accordance with the judgment of the Legislature. On referring to Tables I. and II. it will be observed that the entrances in the current Session, 1873-4, are *larger than they have been in any previous Session*, showing, indeed, an increase of 40 per cent. on the entrances of the preceding Session. They amount to 83, of whom 27 are members of the Church of Ireland, 21 of the Presbyterian Church, and 4 of other Protestant Churches, while 31 belong to the Roman Catholic Church.

I.—NUMBERS AND RELIGIOUS PERSUASIONS OF STUDENTS who have entered the Queen's College, Galway, in each year from its opening.

Session.	Matriculated Students.	Non-matriculated Students.	Total.	Members of Established Church.	Roman Catholics.	Presbyterians.	Wesleyan Methodists.	Independents.	Various.	Total.
1849-50.	64	4	68	24	38	6	—			68
1850-51.	53	3	56	26	10	9				56
1851-52.	31	5	36	19	21	5				36
1852-53.	21	2	23	8	12	3				23
1853-54.	28	5	33	18	12	3				33
1854-55.	26	15	41	18	18	3	2			41
1855-56.	32	7	39	14	18	4	3			39
1856-57.	38	5	43	15	22	3	1	1	1	43
1857-58.	36	7	43	16	17	9	1			43
1858-59.	44	4	48	19	21	7	1			48
1859-60.	35	5	40	12	23	5				40
1860-61.	*29	1	30	13	13	2	2			30
1861-62.	†39	3	42	19	35	6				42
1862-63.	60	4	64	18	27	16	1	2		64
1863-64.	36	3	39	20	21	1				39
1864-65.	58	12	70	26	36	13	2	1		70
1865-66.	46	3	49	16	18	10				49
1866-67.	42	2	44	14	18	7	3	2		44
1867-68.	44	3	47	14	20	11	2			47
1868-69.	‡36	4	50	20	24	15	1			50
1869-70.	40	3	54	20	25	6	2		1	54
1870-71.	50	6	56	22	23	10	1			56
1871-72.	§64	1	65	19	31	11	3	1		65
1872-73.	55	4	59	27	24	14	1	2		59
1873-74.	30	3	83	27	31	21	3	1		83
Total,	1,150	121	1,271	429	570	217	29	17	9	1,371

* Including three who had previously been in attendance as non-matriculated students.
† Including one who had previously been in attendance as a non-matriculated student.
‡ Including two who had previously been in attendance as non-matriculated students.
§ Including two who had previously been non-matriculated students.
|| Including five who had previously been non-matriculated students.

II.—Numbers and Religious Persuasions of Students attending Lectures in the Queen's College, Galway, in each Session from its opening.

Session.	Matriculated Students.	Non-Matriculated Students.	Total.	Members of the United Church.	Roman Catholics.	Presbyterians.	Wesleyan Methodists.	Independents.	Various.	Total.
1849–50, .	64	4	68	24	36	6	-	-	-	68
1850–51, .	68	3	63	22	26	15	-	-	-	63
1851–52, .	68	5	73	25	41	7	-	-	-	73
1852–53, .	73	2	75	26	40	9	-	-	-	75
1853–54, .	78	5	81	28	38	12	3	-	-	81
1854–55, .	69	16	85	32	46	5	2	-	-	85
1855–56, .	78	9	87	26	42	14	3	2	-	87
1856–57, .	88	8	96	30	49	16	3	3	1	96
1857–58, .	92	8	100	31	47	16	5	2	1	100
1858–59, .	113	9	122	37	64	15	4	1	1	122
1859–60, .	111	7	118	31	60	11	2	2	3	118
1860–61, .	141	3	144	33	85	19	3	2	1	144
1861–62, .	148	5	153	39	91	19	3	-	1	153
1862–63, .	161	4	165	41	95	22	2	4	1	165
1863–64, .	160	5	165	41	91	25	3	4	1	165
1864–65, .	157	12	169	50	78	31	2	6	2	169
1865–66, .	139	5	144	33	71	29	4	4	3	144
1866–67, .	133	2	135	36	62	27	4	5	1	135
1867–68, .	124	3	127	54	54	32	3	4	-	127
1868–69, .	146	4	158	47	67	34	2	3	1	158
1869–70, .	130	8	138	43	66	24	2	3	-	138
1870–71, .	115	8	123	57	2	28	-	-	-	123
1871–72, .	139	2	141	31	79	25	4	2	-	141
1872–73, .	135	3	138	28	80	25	3	2	1	138
1873–74, .	132	4	136	33	77	18	5	1	1	136
Total, .	2,872	144	3,816	833	1,848	305	57	59	28	3,816

In Tables III. and IV., the numbers of Students attending the several Classes, and the numbers of Lectures delivered by each Professor are enumerated.

In the attendances it will be seen that there is also an increase, though, as might have been anticipated, not so marked as in the entrances. In a year or two it is to be expected that the effect of increased entrances will be shown by largely increased attendances.

What we, who have been entrusted by your Majesty with the administration of this College, have from the time of its foundation down to the present longed for has been—REST; the opportunity of patiently and silently endeavouring to develop the institution, and attract around it the sympathies of a people whose history and traditions prove them to have been ever devoted to the attainment of learning. This opportunity has hitherto been denied to us, with one brief, but significant, exception. From a reference to Tables I. and II. it will be seen that during the last Administration of Lord Palmerston (1860–65) there was a steady and marked increase in the number of students entering and attending. In the last Session included in that period (1864–5) the number of attendances reached the highest point yet known in the history of the Colleges, and the number of entrances has only been surpassed by that of the present Session. It cannot be doubted that this result was attributable to the attitude of Ministers in strenuously discountenancing attacks upon the Queen's Colleges—a policy under which the attacks of our opponents became less frequent, and ultimately ceased. The grant of the Supplementary Charter to the Queen's University in the summer of 1865 was the commencement of a new policy, which culminated in the University Bill of last year, and under which the Colleges ceased to progress, and public confidence in their continued prosperity, if not in their very existence, was rudely shaken. I entertain the strongest expectation that, if the policy of Lord Palmerston, to which I have adverted, be again pursued by your Majesty's Government, and if the country be once persuaded that the Colleges, and this one especially, shall have a fair and unharassed trial, the beneficent effect of such a policy will be again illustrated by a considerable and uninterrupted progress, and that the great and worthy objects for which these institutions were established will be largely attained in this portion of your empire.

of Queen's College, Galway.

Greek																							
Latin																							
Mathematics																							
English, &c.																							
Celtic Languages,																							
Natural Philosophy,																							
Natural History,																							
Logic and Metaphysics,																							
Chemistry,																							
Mineralogy and Geology,																							
Engineering,																							
Agriculture and Practical Farming,																							
Materia Medica & Medical Jurisprudence,																							
Surgery,																							
Midwifery,																							
Anatomy and Physiology,																							
Practice of Medicine,																							
English Law,																							
Jurisprudence and Political Economy,																							

IV.—RETURN of the NUMBER of LECTURES delivered by each PROFESSOR in each Session since the opening of the College.

																					Total
Greek																					
Latin																					
Mathematics																					
English, &c.																					
Modern Languages																					
Celtic Languages																					
Natural Philosophy																					
Natural History																					
Chemistry																					
Logic and Metaphysics																					
Anatomy and Physiology																					
Surgery																					
Engineering																					
Agriculture																					
Medicine																					
Midwifery																					
Materia Medica																					
Jurisprudence and Political Economy																					

* Exclusive of Lectures in extra classes.
† Exclusive of a Course of Lectures given by the Senior Scholar.
‡ These Lectures were open to the Public.
§ ... delivered in the Department of the University as Lecturers in Mineralogy and Geology were delivered this Session.

INADEQUACY OF PRESENT ENDOWMENTS.

In previous Reports to your Majesty I have more than once referred to the inadequacy of the College endowments. I do not propose now to dwell upon the insufficiency of the emoluments of the professors and officers; I beg merely to reiterate the opinions I formerly expressed. I wish, however, to refer to the utter disproportion between the pecuniary aids offered to deserving students in this and kindred institutions, not only in the number of such aids, but also in the amount. The largest Scholarship which an Undergraduate Student can obtain in this College, after deducting necessary class fees, is less than £20, and out of that he has to provide himself with lodging, and in rooms provided by the College, as in older Universities, at a moderate or nominal rent, but in private houses, the number of which in a locality like this is necessarily small, and rents consequently high. Compare with this the magnificent prizes of Oxford, Cambridge, and Dublin! Upon this point I may be permitted to say, with your Majesty's present Attorney-General for Ireland, who in the debate on the Irish University Bill in the House of Commons last year, asked, "Why are Trinity College, Galway College, or any other really effective establishment for superior instruction in Ireland, to suffer and languish, while the large surplus of Church property remains unapplied and available?"

SUCCESS OF THE STUDENTS OF THE COLLEGE.

The Students have maintained their reputation at the University, in the public Competitive Examinations, and in the various walks of professional life.

At the University Examinations [*] in 1872, 3 students obtained Honors of the First Rank, with the degree of M.A.; 7 students obtained Honors, with the degree of B.A.; 1 with the degree of Bachelor in Engineering; and 4 at the First University Examination, one receiving the Ired Prize of £20 for three years.

At the University Examinations in 1873, 3 students obtained Honors, with the degree of M.A.; 6 students obtained Honors, with the degree of B.A.; and 3 with the degree of M.D. Five students obtained Honors at the First University Examination in Arts, of whom one was awarded the Peel Prize of £20 a-year for three years, and £10 a-year for three years, as the best answerer in Mathematical Science; and another the Peel Prize of £15 a-year for three years, and £10 a-year for the same period as the best answerer in Ancient Classes.

In the course of this year—

Dr. Joseph P. Pye was appointed Professor of Materia Medica in this College.

Dr. W. Thompson, B.A., was elected Visiting Surgeon of the Richmond Hospital, Dublin, and Lecturer on Anatomy in the Carmichael School of Medicine.

Dr. W. T. Stoker, Visiting Surgeon of the Richmond Hospital, Dublin.

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[*] At the University Examinations the Students of the three Colleges are brought into competition.

Mr. Patrick K. Joyce, B.A., was appointed Head Master of the Royal School, Banagher.

Mr. Patrick Lynam, B.E., obtained a Writership in the Civil Service at Ceylon.

Mr. J. H. Harrison, M.A., passed the Final Examination for the Civil Service of India.

In Appendix II. will be found the General Regulations of the College, Lists of Officers, Courses for Matriculation and Scholarships, &c.; and in Appendix III. extracts from the Scholarship and Sessional Examination Papers.

EDWARD BERWICK,

President.

QUEEN'S COLLEGE, GALWAY,

July 23rd, 1874.

APPENDIX.

APPENDIX, No. 1.

EXTRACTS FROM PARLIAMENTARY DEBATE.

The Right Hon. Lord JOHN MANNERS (now Postmaster-General).—Galway was the first to be destroyed. They never heard that Galway might be respited. This might be so, but respite was not in the Bill. The Queen's University was to be destroyed. The Theological Faculty was to be ousted, not only from Dublin University, but from Trinity College. The branches of education of which so much had been said were to be either ostracised or so weighted and handicapped, and discouraged and despised as virtually to be thrown out of the future career of the intelligent youths who were seeking higher education in Ireland. Had the right hon. gentleman at the head of the Government ever visited the West of Ireland? If not, he should spend his Easter holidays in the City of the Tribes, and in that melancholy country he would see that the College alone reared its head there to speak well of the Imperial Government. If the reign of the British Crown came to an end in Ireland, what would be its chief monuments? Irishmen would probably say the medical charities, the Irish Constabulary, Trinity College, the Queen's Colleges, and the Queen's University, and it was with these great educational establishments that the Bill dealt in the destructive manner to which he had referred, and upon that ground he should not give his vote for the second reading of the Bill.

Dr. LYON PLAYFAIR (late Postmaster-General).—Sir, I have had the honour to lay on the table a petition signed by 131 out of the 141 students of Galway College, praying your honourable House that this College may not be suppressed. As they have chosen me as their advocate, allow me to say a few words on their behalf. The case must be a strong one to justify the extinction of a College which is the only one in the West of Ireland. At present you have Dublin College for the East, Cork for the South, and Belfast for the North of Ireland, but if you suppress Galway College the whole of the West of Ireland is left destitute of means of higher culture for its population. There is no part of Ireland where such a College is more important. In Munster and Ulster the populations are much larger and wealthier than in Connaught, and the towns of Belfast and Cork are flourishing from their commercial enterprise. In Connaught, on the other hand, you have little town of Galway, with 13,000 inhabitants, maintaining with singular vigour its College. Galway has decreased in population in twenty years by 10,000 persons, and yet its College has not decreased, for in 1861 it had 144 students, in 1871 it had still 141. Small as this number may appear, it is larger than any of the seventeen Colleges in Cambridge, with two exceptions, Trinity and St. John's. I will not follow the right hon. gentleman into the money apprisement of each student, for I am sure that he does not attach much importance to that line of argument. He would far more willingly rest the question upon

the quality of the work done than upon its quantity or its cost. As to the quality of work done, there is no question that Galway at present stands at the head of the three Colleges. I call in witness the estimate of a severe critic in the last number of *The Dublin Review.* That writer says—"Galway is an extremely favourable specimen of the Queen's University." This statement is fully justified; for, at the last University examination, out of fifteen first-class honours awarded to the three Colleges, Galway—the smallest numerically—won no less than seven. In competitions for the public service Galway College has always held a conspicuous place. I have therefore shown that, while educationally Galway College is a decided success, numerically it can scarcely be considered a failure. But it is chiefly because it has thoroughly fulfilled the intention of Parliament that I plead for Galway. Our intention was to found Colleges in which the inhabitants of Ireland might study irrespective of their religious creeds. Belfast has scarcely succeeded in this point of view, for out of 368 students, on an average of ten years, only 19 have been Roman Catholics. But with Cork and Galway the principle of united education has flourished. Out of 1,356 Roman Catholics who have entered since the foundation of the Queen's Colleges until December 1870, no fewer than 1,400 were in the Colleges of Galway and Cork. It is true that Galway and Cork are much disliked by the clerical party in Ireland, yet that is not because Roman Catholics do not frequent them, but because they do.

Sir WILLIAM V. HARCOURT (late Solicitor-General).—First, with respect to the Colleges, he could not understand why Her Majesty's Government ever proposed to abolish the Queen's College, Galway. Some years ago the right hon. gentleman the member for Buckinghamshire (Mr. Disraeli) had an original theory on the subject of Ireland, to the effect that the evils of Ireland were due to a moist climate and a melancholy ocean. Well, Galway was the head-quarters of moisture, and it was washed all along its shores by a most melancholy ocean. Therefore, it had need of all the consolations of philosophy which Boethius or anybody else could afford. Why, then extinguish the glimmering light of Galway? The observations of the Chancellor of the Exchequer the other night, depreciating the character of the Queen's Colleges in Ireland, were somewhat less than just, and certainly much less than generous; for, considering the adverse circumstances under which they had been maintained, those Colleges deserved a sympathy and support. He never could understand the test which the right hon. gentleman at the head of the Government applied to the College of Galway when he excluded from his consideration the graduates in the profession of medicine and law. The right hon. gentleman was answered condescendingly by his hon. and learned friend the member for the University of Edinburgh (Dr. Lyon Playfair), who said there must be in a poor country a number of professional men who lived by their professional exertions. Perhaps Galway required a very large supply of medical men, and certainly with regard to law, that, at any rate, could not be said to be a superfluous article there. His right hon. friend the President of the Board of Trade might as well propose to extinguish the lighthouses on the coast of Galway in order to please the Ultramontane wreckers of that country. Certainly the House would never consent to extinguish the light of Galway.

Professor FAWCETT.—But indefensible as it was to abolish the Queen's University, the proposal to abolish Queen's College, Galway, was

more indefensible still. He could not help repeating the complaint of the noble Lord the member for Calne (Lord Edmond Fitzmaurice), that the Prime Minister in describing Galway College did not quote the figures for the last year, which happened to be one of the most prosperous years in its existence. No one could doubt that at the present time Galway was doing excellent work, considering the unfavourable circumstances in which it was placed. It was not resorted to like Oxford and Cambridge by the sons of the wealthy. Those who frequented it were chiefly the sons of small farmers and poor tradesmen. But considering the number of students turned out by this College in the remote West of Ireland : considering their position at the present moment—high up in the English and the Indian Civil Service, pursuing honourable professional careers, or even sitting on the judicial bench—what would their position have been had not this College existed? And could the House for a moment think of sanctioning this objectionable proposal? Nothing in the Prime Minister's speech did he regret so much as the part in which the right hon. gentleman estimated the cost of the students in Galway. In the first place, there was a fallacy in his argument. The right hon. gentleman estimated the cost of each student in arts at £230 ; of each medical student, £180 ; and of each law student, over £300. But he arrived at these results by considering that each Professor's work was solely to be estimated by the number of students who proceeded to degrees, and not by the number he taught. [Mr. Gladstone—No, no.] He protested against the whole system of estimating the utility of a system as an auctioneer, a salesman, or an appraiser would estimate it; and we could have little expected such a mode of appraising results from a Prime Minister who, above all others, was distinguished for his high culture and his great scholarship. If the right hon. gentleman proceeded upon this plan, where was he going to stop? If Galway College were to be abolished why did the right hon. gentleman a few hours afterwards recommend Her Majesty to fill up the chair of Pastoral Theology in the University of Oxford? What was the justification of many of the Colleges in the right hon. gentleman's own University? Last session seventy-five students entered at Galway College, which had an income of £10,000 a-year. At Magdalen College only twenty-five students matriculated, and its revenues were said to be £40,000 a-year. The arithmetical argument, therefore, in favour of abolishing Magdalen College was twelve times as strong as it was in favour of abolishing Galway College. But take the very College of which the right hon. gentleman was so distinguished a member. The average matriculations at Christ Church were seventy a-year. This was about the number matriculated at Galway. But compare the revenues of the two Colleges. If, then, the arithmetical argument were pressed to a logical conclusion, the right hon. gentleman would arrive at some very awkward results. To prove the necessity of destroying Queen's College, Galway, the right hon. gentleman laid down the extraordinary doctrine that no one was to be considered a University student unless he was a student in arts ; and he added that everybody who knew anything of the Universities would indorse that opinion. Now he (Mr. Fawcett) emphatically denied the assertion, and most University authorities would indorse his statement. If the Premier's opinion were well founded, what became of the 4,000 Scotch students on whom he dwelt so much? They were not all students in arts. As he was informed, at least one-half of them were professional students. Moreover, the doctrine of the right hon. gentleman seemed to him to be opposed to the whole current of University reform. Univer-

sity reformers at Oxford and Cambridge had been trying to establish other schools besides the schools of art. Yet Queen's College, Galway, was to be sacrificed, forsooth, because it had only so many students in arts. Accept this proposal of the Government, and the Queen's College, Cork, was not worth a year's purchase. The arguments for its abolition were much stronger than those for the abolition of Queen's College, Galway. If they took the test of the right hon. gentleman himself—namely, the students in arts—the number of those in Cork at the present time only exceeded those of Galway by 40 per cent, while the population of Cork exceeded that of Galway by 600 per cent. So that a stronger argument could be made out in favour of the abolition of Queen's College, Cork, than of the College at Galway. The truth was, that this proposal to abolish Queen's College, Galway, indicated a settled determination to disparage united education in Ireland, and ultimately to root it out of the land. The Prime Minister's argument was ingenious and elaborate; but when the House considered the circumstances of the country, the poverty of the people, the anathemas of the Church, and the threat of constant Parliamentary interference, instead of these Colleges being a failure, it proved that a strong desire was really felt by the Irish people to participate in the advantages of united education. What do we find upon looking back a few years. The figures quoted by the right hon. gentleman proved that up to 1865 these Colleges were in a state of progress—from that year they began to decline. Was this an accidental circumstance? In 1865 began the policy of denouncing these Colleges. In 1865 Archbishop Cullen said that parents and guardians who permitted their children to attend these Colleges were unworthy of the sacraments of the Church, and should be excluded from them. Just at the same time Dr. Derry, the Bishop of Clonfert, declared that those fathers and mothers who persisted in sending their children to receive this kind of education disregarded the warnings, entreaties, and decisions of the Head of the Church, and that those who were guilty of such conduct should be deprived of the Holy Sacraments and the Eucharist. Was there ever a more cruel, cowardly—he would even say a more inhuman—denunciation ever uttered? Why, this bishop could not have used stronger language if those parents had been sending a daughter to prostitution, or a son to some sink of vice. But that was not the worst; these denunciations showed that Parliament had not completely carried out the work of emancipation when it had struck off the fetters which prevented men from enjoying bodily freedom. He regretted to have to say that at the time these cruel and cowardly denunciations appeared they were aided and abetted by a Liberal Government. The period in question was that of threatened Parliamentary interference—the period of the Supplemental Charter for the Queen's University—which they were so anxious to force on that they violated their understanding with Parliament. That was strong language—and he should not have used it if there were known—it was the language of that master of artistic description, the Chancellor of the Exchequer. These denunciations being hurled by the superior clergy, and the threat of Parliamentary interference being constantly repeated, was it surprising that the Queen's Colleges should somewhat decline? Why, he, for one, should not have been surprised if they had ceased to exist altogether. But they had turned the tide. The struggle they had carried on with so much success under such unparalleled obstacles showed that the people of Ireland, in spite of priestly denunciations, appreciated united education, and he did not believe that the British Parliament would deprive them of this blessing and advantage.

Colonel WILSON PATTEN (now Lord Winmarleigh, formerly Chief Secretary for Ireland).—Neither could he agree to the destruction of Galway College, or to the affiliation of those Colleges which they were told were to form a part of the new institution. Until he saw the new University established upon a foundation more sure, less liable to change, and less likely to be the cause of religious discord in the country than that provided by the present Bill, he should give the measure his strongest opposition. He thought he saw the prospect—at least the possibility—of the Queen's Colleges being the only refuge for independent instruction throughout the whole of Ireland.

Lord EDMOND FITZMAURICE.—He wished to remind the House of the history of Galway College. It was planted now twenty-five years ago in a poor district, and on a soil inhospitable to learning. The town in which it was established had dwindled away, owing to commercial reasons, and before many years a rival establishment was set up in its immediate proximity, with the avowed intention of thwarting its labour and impeding its progress. Meanwhile from Synod after Synod went forth decree after decree fulminating spiritual penalties of the most atrocious character against the students and the parents of the students who were receiving their education within its walls. It was threatened with destruction, but its foundations were planted on the rock; it was called a godless College, but it held to the path of duty; it was recovering, it had recovered from its earliest difficulties; it had survived the curses and the imprecations of its spiritual enemies, and then suddenly, in the moment of its greatest usefulness and of its returning prosperity, the right hon. Gentleman, emulating the fame of the man who, according to the poet, is described as having done

> "The double sacrilege to things divine,
> First robbed the relic, then defaced the shrine,"

proposed to blot it out from the face of the country which it adorned, and from among the people in whose affections it had found a place.

APPENDIX, No. 2.

QUEEN'S COLLEGE, GALWAY.

1874-5.

DAYS AND HOURS OF MATRICULATION AND SCHOLARSHIP EXAMINATIONS,
OCTOBER, 1874.

DAYS.	HOURS.	FIRST YEAR.	SECOND YEAR.	THIRD YEAR.
Tuesday, 20th Oct.	10–3		Supplementary Examinations.	Supplementary Examinations.
Wednesday, 21st Oct.	10–3		Supplementary Examinations.	Supplementary Examinations.
Thursday, 22nd Oct.	10–1		Lit. Schel.—Greek. / Mod. } Schel.—Chem. / Engin.	
	2–3		Lit. Schel.—Greek. / Mod. } Schel.—Chem. / Engin.	
Friday, 23rd Oct.	10–1	Matriculation.	Lit. Schel.—English. / Eng. Schel.—Geom. Draw., &c.	
	2–3	Matriculation.	Lit. Schel.—English. / Eng. Schel.—Geom. Draw., &c.	
Saturday, 24th Oct.			Lit. Schel.—Latin. / Mod. Schel.—Nat. Hist.	
			Lit. Schel.—Greek. / Mod. Schel.—Nat. Hist.	
Monday, 26th Oct.	10–1	Lit. } Schel.—English. / Mod.	Mod. } Schel.—Med. Lang. / Lit.	Engin. Schel.—Engin.
	2–3	Lit. } Schel.—Greek. / Mod.		Engin. Schel.—Engin.
Tuesday, 27th Oct.	10–1	Lit. } Schel.—Latin. / Mod.		Engin. Schel.—Min. & Geol.
	2–3	Lit. } Schel.—Greek. / Mod.		Engin. Schel.—Engin.
Wednesday, 28th Oct.	10–1	Lit. } Schel.—Greek. / Mod.	Med. Schel.—Nat. Phil.	Engin. Schel.—Nat. Phil.
	2–3	Science } Schel.—Math. / Engin. } / Lit. in Arts Ex.	Science } Schel.—Math. / Engin.	Engin. Schel.—Nat. Phil.
Thursday, 29th Oct.	10–1	Science } Schel.—Math. / Engin.	Science } Schel.—Anat. / Mod.	Engin. Schel.—Math.
	2–3		Med. Schel.—Anat.	

The Examination for the Third and Fourth Year Scholarships in Medicine will commence on Thursday, the 29th October.

Arrangements will be made for holding the Examinations for Law Scholarships only in December.

QUEEN'S COLLEGE, GALWAY.—FOUNDED DECEMBER 30, 1845.

This College is a Corporation, founded by Letters Patent under the Great Seal of Ireland, under the name and style of the "President and Professors of Queen's College, Galway."

The general government and administration of the College under the Statutes, and in cases not provided for by the Statutes, is vested in a Council consisting of the President, and six Professors elected by the Corporate Body.

VISITORS.

His Grace the Lord Primate.
The Most Honorable the Marquess of Kildare.
The Right Honorable the Chief Secretary for Ireland.
The Right Reverend the Lord Bishop of Tuam.
The Most Reverend Archbishop M'Hale.
The Right Honorable Mr. Justice Fitzgerald.
The Right Honorable Mr. Justice Morris.
The Moderator of the General Assembly.
The President of the College of Physicians.
The President of the Royal College of Surgeons.

PRESIDENT.

EDWARD BERWICK, B.A.

COUNCIL.—1873–74.

The President.	John Cleland, M.D.
George J. Allman, LL.D.	Edward Townsend, M.A.
Arthur H. Curtis, LL.D.	Darcy W. Thompson, M.A.
Thomas W. Moffett, LL.D.	

PROFESSORS.

Greek, ...	D'Arcy W. Thompson, M.A.
Latin, ...	Thomas Maguire, LL.D.
Mathematics, . . .	George Johnston Allman, LL.D.
Natural Philosophy, .	Arthur H. Curtis, LL.D.
History, English Literature, and Mental Science, }	Thomas W. Moffett, LL.D.
Chemistry, ...	Thomas H. Rowney, Ph.D.
Natural History, . .	Alexander G. Melville, M.D. Edin., M.R.C.S. Eng.
Mineralogy and Geology,	Wm. King, D. Sc.
Modern Languages, .	Charles Geisler, Ph.D.
Jurisprud. and Polit. Econ.	William Lupton, M.A.
English Law, . . .	William R. Campion, Q.C.
Anatomy and Physiology,	John Cleland, M.A., F.R.S.
Practice of Medicine, .	Nicholas Colahan, M.D., F.R.S., Edin.
Practice of Surgery, .	James V. Browne, M.D., L.R.C.S.I.
Materia Medica, . .	Joseph B. Pye, M.D., M.Ch.
Midwifery, ...	Richard Doherty, M.D., Hon. V.P., Obstet. Soc. Dub.
Civil Engineering, .	Edward Townsend, M.A.
Lecturer on Medical Jurisprudence, }	Joseph P. Pye, M.D., M.Ch.

OFFICE-BEARERS.

Thomas W. Moffett, LL.D.,	. . . .	. Registrar.
George J. Allman, LL.D.,	. . . .	. Bursar.
John H. Richardson, B.A.,	. . . .	. Librarian.

B

Deans of Residence.

Church of Ireland, ...	Rev. James O'Sullivan, M.A.
General Assembly of the Presbyterian Church in Ireland,	
Wesleyan Methodist Church, ...	Rev. Oliver M'Cutcheon.
Independent Church, ...	Rev. John Kydd.

The College Session.

The College Session is divided into three Terms.

The First Term of the Session 1873–4 commenced on Tuesday, October 21, and ended on December 23, 1873.

The Second Term will commence on January 7, and end on Saturday, 28th March, 1874.

The Third Term will commence on April 13, and end on Saturday, June 13, 1874.

The First Term of the Session 1874–5 will commence on Tuesday, October 20, and end on December 19, 1874.

Students.

Students are either Matriculated or Non-Matriculated.

Matriculated Students are required to pass an Entrance or Matriculation Examination, and to pursue fixed courses of study.

Non-Matriculated Students are permitted to attend the Lectures of any of the Professors, without being required to pass the Matriculation or any other Examination.*

Matriculation.

Candidates for Degrees or Diplomas in the Queen's University, or for Scholarships, Exhibitions, or Prizes, in Queen's College, Galway, are required to pass a Matriculation Examination.

Students are admitted by examination to Matriculation in the Faculties of Arts, Law, and Medicine, and in the School of Engineering. In each Faculty and School special courses are prescribed for examination.†

The Matriculation Examination is held at the commencement of the first Term of each Session; but additional Matriculation Examinations are held before the close of the Term.

The last Matriculation Examination for Students in the Faculty of Medicine is held on the 16th of November.

Candidates for Matriculation are required to appear in the Registrar's office before the Matriculation Examination, for the purpose of entering their names on the College books.

Each candidate, before being admitted to the Matriculation Examination, is required to pay to the Bursar the Matriculation and College fee of ten shillings. This fee will be returned to such students as may fail to pass the Examination.

Attendance on Lectures.

Attendance upon Lectures is strictly prescribed to all Matriculated Students.

All Students shall pay the College Fee, and a moiety of their Class Fees, to the Bursar, and enter their names with the Registrar, before they are admitted to the classes of the several Professors.

The Registrar shall furnish to the Professors, before the commencement of Lectures in each Term, the rolls of their several classes, and from time to time such names as shall be afterwards entered with him.

* For further particulars of the status and privileges of Non-Matriculated Students, vide p. 20.
† *Vide* pp. 23, 30, 35, 40.

No Student shall have his name replaced on the rolls of the Professors *Appendix.* at the commencement of the second Term who has not paid the second *No. 2.* moiety of his Class Fees.

Attendance on Lectures includes preparation for Lectures; and it is com- *Regulations* petent for a Professor who, on any occasion, is not satisfied with the pre- *of the College.* paration of a Student, to refuse him credit for attendance.

Attendance upon Courses of Lectures in the Faculty of Arts is recognised in case where Students pass to a different Faculty or School.

In case of absence arising from illness or other unavoidable cause, the Student is required to lodge with the Registrar, immediately on recommencing his attendance, a letter or certificate explaining his absence, to be laid before the Council.

EXAMINATIONS.

A General Sessional Examination is held at the close of each Session in the subjects upon which Lectures have been delivered during the Session. There is also a Supplementary Examination on the same subjects at the commencement of the following Session.

Every Matriculated Student in the Faculties of Arts and Law, and in the School of Engineering, must pass either the General Examination or the Supplementary Examination before his name can be entered on the College Register as having completed the Session; and no Student in these Faculties and Schools can be permitted to enter upon the Course of the succeeding year until he has as completed the previous Session.

No Student is admitted to the Sessional or the Supplementary Examination who has not kept the Courses of Lectures prescribed to Students of this class and standing.[a]

SCHOLARSHIPS.

Forty-six Junior and eight Senior Scholarships have been founded in the College.

Of the Junior Scholarships[b]—

Thirty, of the value of £24 each, are appropriated to Students pursuing the Course prescribed for the Degree of B.A.

Three, of the value of £30 each, to Students pursuing the Course for the Diploma of Elementary Law and the Degree of Ll.B.

Eight, of the value of £25 each, to Student pursuing the Course for the Degree of M.D.

Five, of the value of £30 each, to Students pursuing the Course for the Diploma of Civil Engineering.

The Examinations for Junior Scholarships are held at the commencement of the First Term of the Session.

No Student is allowed to become a Candidate for a Junior Scholarship until he has paid the College Fee and one-half of the Class Fees for the current Session.

No Student is permitted to present himself as a Candidate for a Senior Scholarship who has not entered his name with the Registrar, and paid the College Fee to the Bursar.

All Senior Scholars in Arts are required to be in attendance in the College during their period of office.

Junior Scholars are exempted from the payment of one moiety of the Class Fees for the occasion required to Students of their faculty and standing.‡

No Student can hold the same Scholarship a second time.

No Scholarship will in any case be awarded, unless the Candidates are, in the opinion of the Examiners, sufficiently qualified in the prescribed courses.

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* For University Examinations, see the "University Regulations."
† For the distribution of these Scholarships, the subjects of Examination, and the conditions upon which they are held, side pp. 22–28, 31, 33, 37, 39, 42, 43.
‡ This exemption does not extend to the Honor Lectures attended by them and the order of studies laid down in the Curriculum, nor to the course of Medical Jurisprudence.

B 2

EXHIBITIONS.

The College is empowered to award Exhibitions, varying in value from £10 to £20, at the same Examinations as the Scholarships, and to be held upon the same terms.

Exhibitioners are required to pay the whole amount of the Class Fees for the Session.

No Student is allowed to compete for a Junior Scholarship or Exhibition in any course substantially the same as that in which he has already held a Scholarship or Exhibition.

All Junior Scholars and Exhibitioners are required to attend lectures, and pass the Sessional Examinations during their year of office.

PRIZES.

The College is empowered to award Prizes, by examination, at the close of the Session, to the most distinguished answerers in the several courses of study pursued during the Session.

Two prizes for English prose composition, and two prizes for Geometry,* have been founded in the College, to be awarded annually at entrance:—first prize for English prose composition, £3 worth of books; second do, £2 worth of books: first prize for Geometry, £3 worth of books; second do, £2 worth of books.

All Candidates for Scholarships, Exhibitions, or Prizes, must have passed the Matriculation Examination in the Faculty or School to which the Scholarships, Exhibitions, or Prizes are attached.

NON-MATRICULATED STUDENTS.

Non-Matriculated Students are those who are permitted to attend the Lectures of any of the Professors without being required to pass the Matriculation or any other examination. They are required to pay to the Bursar the regulated Fees for the Classes proposed to be attended, and to sign an engagement to observe order and discipline in the College. They are not entitled to compete for Scholarships or other Collegiate distinctions.

During the term of their attendance on College Lectures they are admitted to read in the Library; and, on payment of a deposit of £1, are permitted to take out two volumes on loan, under the same regulations as Matriculated Students.

Every Non-Matriculated Student must pay to the Bursar one-half of his Class Fees before his name can be entered on the rolls of the several Classes, and the remainder at the commencement of the second Term.

STUDENTS OF OTHER UNIVERSITIES.

Any Student who shall have pursued part of his Collegiate Studies in any one of the Queen's Colleges, or in any University capable of granting Degrees in the several Faculties of Arts, Law, and Medicine, and any Legal or Medical Student who shall have pursued part of his Legal or Medical Studies under teachers recognized by the Senate of the Queen's University, on passing such Examinations, and fulfilling such other conditions as the Council shall prescribe, may take corresponding rank in this College; and also may compete for Scholarships or other Prizes of the corresponding year, provided he shall not hold at the same time a Scholarship or other office of emolument in any other University, College, or Medical School.

* Candidates are recommended to read M°Dowell's Exercises on Euclid and in a Modern Geometry (Cambridge: Deighton, Bell, and Co., 1863), from beginning to page 150.

Fees.

The College Fees payable by Matriculated Students are 10s. at the commencement of the first year, and 5s. at the commencement of each subsequent year.

The Fees payable by Students, whether Matriculated or Non-Matriculated, to the several Professors for attendance on the several Pass Courses of Lectures or instruction, are £1 for each Course extending over one Term only, and £2 for each Course extending over more than one Term of a Session, when attended for the first time, and £1 for each re-attendance on the same.

This rule applies in all cases except the following:—

The Fee payable for the Course of Anatomy and Physiology is £3, when attended for the first time, and £1 for every subsequent attendance; and the Fee payable for Practical Anatomy or Practical Chemistry is £3 for each attendance.

The Fees payable for attendance upon Honor Courses of Lectures and upon Courses of Special Instruction not prescribed as a qualification for a Degree or other University distinction, are £2 for each Course, whether attended for the first time or re-attended.

This rule does not apply to special instruction in Practical Chemistry and in Operative Surgery. In the former case, the Fee is regulated by the time spent in the laboratory, at the rate of £1 a month. The Fee for Operative Surgery is £3.

Matriculated Students who attend voluntary Courses are, so far as these Courses are concerned, regarded as Non-Matriculated.

TABLE showing in each case the minimum amount of Fees payable by Students to the College and for attendance on the several prescribed Courses of Lectures and Instruction.

	First Session.			Second Session.			Third Session.		
	£	s.	d.	£	s.	d.	£	s.	d.
For the Degree of B.A.,	9	10	0	7	5	0	8	5	0
If a Scholar,	5	0	0	3	15	0	4	5	0
For the Degree of M.D.,									
If a Scholar,*									
For the Degree of Elementary Law,	4	10	0	4	5	0	2	5	0
If a Scholar in Law,	2	10	0	2	5	0	1	5	0
For the Degree of LL.B. and LL.D.	13	10	0	11	5	0	5	0	0
If a Scholar in Law,	9	0	0	7	15	0	6	0	0
For the Degree of Civil Engineering,	11	10	0	9	5	0	5	5	0
For the Diploma of Arts,	10	10	0	10	5	0	8	5	0
If a Scholar,	5	10	0	6	5	0	3	5	0
For the Diploma of Licentiate in Arts,	7	10	0	9	5	0			

In all cases the Fees are payable in two instalments. The first instalment includes the College Fee—which is 10s. for the first year, and 5s. for every subsequent year—and a moiety of the Class Fees payable to the several Professors whose lectures are prescribed in the curriculum. This first instalment is payable at the commencement of the First Term in which the Student enters. The second instalment—consisting of the remaining moiety of the Class Fees—is payable at the commencement of the Second Term. Scholars are exempted from the payment of this latter moiety.

Residences.

It is provided by the Statutes that every Matriculated Student under the age of twenty-one years shall reside, during the College Terms, with his parent or guardian, or with some relation or friend to whose care his

* The Fee for the Degree of M.D. vary according to the course of study pursued.

shall have been committed by his parent or guardian, or in a Boarding-house, licensed by the President of the College, and arranged for the reception of Students, where he shall be placed under the moral care and spiritual charge of the Dean of Residence of his creed.

Discipline.

All Matriculated Students are required to wear a cap and gown.

A penalty of sixpence shall be imposed on any Student who shall appear within the quadrangle without his cap and gown.

The Porter at the gate is instructed to report to the Bursar the name of any Matriculated Student who shall appear within the quadrangle without his cap and gown, and also to intimate to the Student at the time that he will be reported.

Any Student so reported shall pay the fine to the Bursar within one week, without receiving further notice, and the fine shall be doubled every week that the fine remains unpaid.

A Professor may inflict a fine not exceeding 2s. 6d. on any Student for any breach of discipline in his class which he does not consider of sufficient importance to bring under the notice of the Council.

Members of the Library Committee may inflict a fine not exceeding 2s. 6d. on any Student, for any breach of discipline in the Library, which they do not consider of sufficient importance to bring under the notice of the Council.

Library Regulations.

The Library is open from the commencement of the Session to the 1st of March, between the hours of 10 A.M. and 4 P.M., and from the 1st of March to the 1st of July, between the hours of 11 A.M. and 5 P.M., except (1) on College holidays ; (2) for a period of five days in the Christmas and Easter recesses respectively.

The Library is closed during the month of July, except for one hour each week, when the Librarian attends to issue books. From the 1st of August to the commencement of the College Session the Library is open between the hours of 11 A.M. and 3 P.M.

No Student is admitted to the Library without subscribing the following declaration :—

> We the undersigned do hereby promise to the President and Council of the Queen's College, Galway, that we will use such, turn down the leaves of, or write on paper placed upon, or in any way whatsoever soil, deface, injure, or remove, without permission, any book or document in the Library of said College. We also promise that we will not injure the Library furniture ; that we will faithfully observe all the rules made for the regulation of the Library, and that we will acquaint the College Authorities with any serious instance of violation of the above rules which may come under our notice.

No Student can borrow books from the Library until he has deposited the sum of £1 with the Bursar.

No Student can have more than two volumes on loan from the Library at the same time.

No Student can retain a volume borrowed from the Library more than one week ; but the borrower, on returning the book, may renew the loan, if the book has not been in the meantime applied for.

Any Student, on receiving at any time a notice from the Librarian, must return, within twenty-four hours, the books belonging to the Library in his possession.

Any person losing or injuring a book belonging to the Library must replace it by another copy of the same edition and of equal value, or pay such a sum of money as will enable the College to replace it.

FACULTY OF ARTS.

THE DEGREES OF B.A. AND M.A.

1.—*The Degree of Bachelor in Arts.*

Candidates for the Degree of B.A. in the Queen's University, must on entering Queen's College, Galway, pass the following Matriculation Examination.

MATHEMATICS

Arithmetic—Including Vulgar and Decimal Fractions, the Rule of Three, Simple Interest, and the Extraction of the Square Root.
Algebra—Including Fractions, Proportion, and the Solution of Simple Equations.
Geometry—Euclid, Books I., II.

THE GREEK LANGUAGE.

Either of the following authors which the Candidate may select :—

Homer—Iliad, Books I. and II.
Xenophon—Anabasis, Books I. and II.

THE LATIN LANGUAGE.

Any one of the following authors which the Candidate may select :—

Virgil—Æneid, Books I.-V.
Horace—Odes, Book I.; Satires, Book I.
Sallust—Conspiracy of Catiline, and Jugurthine War.
Cæsar—Gallic War, Books V., VI.
Re-translation from English into Latin of portions of Cæsar.

HISTORY AND THE ENGLISH LANGUAGE

History, Grecian and Roman, Outlines of.*
Geography, Ancient and Modern, Outlines of.†
Grammar, English Grammar, and Composition.

Students are admitted to the University Examination for this Degree who, after having passed the Matriculation Examination, have attended the College Lectures for at least two full terms in each Session, have passed the prescribed College Examinations, and are recommended for promotion to the Degree by the President of the College.

The Session extends from the third Tuesday in October to the second Saturday in the following June, with short recesses at Christmas and Easter. Each Session comprises three Terms.

The studies for the Degree of Bachelor in Arts extend over three Sessions, and comprise attendance on the following Curriculum :—

FIRST SESSION.

English (One Term).
Greek.
Latin.
A Modern Continental Language.
Mathematics.

SECOND SESSION.

Logic (One Term).
Natural Philosophy.

Along with any two of the following :—

Greek (Second Course).
Latin (Second Course).
A Modern Continental Language (Second Course).
Mathematics (Second Course).

* Chapman's Short Course of History is recommended.
† Rev. T. K. Arnold's Handbooks are recommended.

THIRD SESSION.

English Language and Literature.
Metaphysics, or History, or Political Economy (Two Terms).
Chemistry.
Zoology, or Botany.

Attendance on these Courses includes passing such Examinations as may be appointed by the College Council, and the entechetical parts of the Courses of Lectures.

In each College there is a General Examination in the subjects upon which lectures have been delivered during the Session. There is also a Supplementary Examination in the same subjects, at the commencement of the following Session. All Students must pass either the General Examination or the Supplementary Examination, before they proceed with the course of the succeeding year.

Candidates for the Degree of Bachelor in Arts must reside at their respective Colleges during at least the first two Terms of each Session, but may be exempted from residence during the third Term by a special grace of the College Council.

Third year Students may substitute attendance on one or on two Courses of Honor Lectures, for attendance upon a like number of the Courses above set down for study in the Third Session.

Under this regulation Candidates are at liberty to substitute one or two of the following Courses for a like number of the Courses set down above, for study in the Third Session, viz. :—

Greek,	Geology and Physical Geography,
Latin,	French,
Pure Mathematics,	German,
Mathematical Physics,	Italian,
Experimental Physics,	Logic;

provided that the rules of the College Council admit of their making this substitution, and provided further that the Courses substituted are Courses specially preparing Students for one or more of the Honor Examinations for the Degree of B.A.

Candidates are allowed under the same conditions to attend Honor Courses on two of the subjects, Metaphysics, History, and Political Economy, as two of the Courses of the Third Session. Candidates who avail themselves of this permission are at liberty to attend the third of these subjects as another Course of the Third Session.

A similar interpretation applies to the Courses of Botany and Zoology, which will count as two Courses of the Third Session, provided that one of them be an Honor Course, attended under the conditions stated above.

Candidates for the Degree of Bachelor in Arts are required to pass two University Examinations—the Previous Examination held simultaneously in each of the Colleges of the University, and the Degree Examination held in the Hall of the University in Dublin.

Students who have completed their second Session may pass the Previous Examination before rising to the third year, unless prevented by illness or other inevitable accident, in which case the Senate may admit them to a Supplementary Examination.

For the regulations as to the First University Examination in Arts, and the Examination for the Degrees of B.A. and M.A., see the "University Regulations."

For the Exhibitions awarded at the First University Examination in Arts, see p. 43.

DAYS AND HOURS OF LECTURES.

Subjects.	Terms.	Mon.	Tues.	Wed.	Thurs.	Friday.	Sat.	Regulations of the College.
1st Year	French,	1, 2, 3		10			10		
	German,	1, 2, 3		10			10		
	Latin (pass),	1, 2, 3	12		12		12		
	Greek (pass),	1, 2, 3		1			1		
	Mathematics (pass),	1, 2, 3	1		1		1		
	English,	1, 2, 3	11		11		11		
	Latin (honor),	1, 2, 3							
	Greek (honor),	1, 2, 3	12		12		12		
	Mathematics (honor),	1, 2, 3	1		1		1		
2nd Year	Greek,	1, 2, 3		10			10		
	French,	1, 2, 3		10			10		
	German,	1, 2, 3		10			10		
	Latin,	1, 2, 3	11		11		11		
	Mathematics (pass),	1, 2, 3	1		1		1		
	Natural Philosophy (pass),	1, 2, 3	12		12		12		
	Logic,	2		1			1		
	Mathematics (honor),	1, 2, 3	12		12		12		
	Natural Philosophy (honor),	1, 2, 3	2		2		11	11	
	Zoology or Botany,	1, 2, 3	11		11		12	12	
	Chemistry,	1, 2, 3	12		12				
3rd Year	English Language and Literature,	1, 2, 3	3		3		3		
	Metaphysics,	1, 2	1		3		3		
	History,	1, 2	2		2		2		
	Logic,	1, 2		1			1		
	French,			11			11		
	German,			11			11		

JUNIOR SCHOLARSHIPS IN ARTS.

Of the Thirty Junior Scholarships appropriated to Students in the Faculty of Arts :—

Ten are tenable by Students of the First Year.	
Ten " " " " " Second Year.	
Ten " " " " " Third Year.	

Of the ten Junior Scholarships in Arts tenable by Students of each year, five are awarded for proficiency in literary studies, and five for proficiency in scientific studies; but it is competent for the Council, in case Scholarships in either department are withheld on the ground of insufficient answering, to assign the unawarded Scholarship to the other department.

The Examination for Junior Scholarships in Arts of the first year takes place immediately after the first Terminal Examination of the Session, and is open to all Students of the first year, who have passed that Examination, and have paid the regulated fees. Those candidates to whom Scholarships are awarded hold their Scholarships for one year.

There is a further Examination, at the commencement of the second year, which is open to all Matriculated Students in Arts of that year who have passed the Examination and attended the lectures prescribed to Students of the first year, and who have paid the regulated fees.

Those Candidates to whom Scholarships are awarded at this further Examination, hold their Scholarships for two years, provided (1) they answer sufficiently in two Honor Courses at the Sessional Examination of the second year; (2) they pass the First Examination for the Degree of B.A.

If any Student be placed, at the Examinations for Junior Scholarships in Arts, first on both the lists of candidates, he is entitled to a Scholarship of each division ; but in no other case can two Scholarships be held by the same Student.

SCHOLARSHIP EXAMINATIONS—SESSION 1873-4.

LITERARY SCHOLARSHIPS, FIRST YEAR.

THE GREEK LANGUAGE.

Homer—Iliad, Books V., VI.
Sophocles—Ajax.
Xenophon—The Anabasis, Books I., II., III.

THE LATIN LANGUAGE.

Virgil—The Æneid, Books I.–III.
Horace—The Odes, Books I., II.; the Satires.
Cicero—Pro Lege Manilia.
Sallust—Conspiracy of Catiline, and Jugurthine War.
Livy—Book I.

COMPOSITION.

In Greek, Latin, and English Prose.*

HISTORY AND GEOGRAPHY.

Grecian History, to the Death of Alexander.†
Roman History, to the Accession of Augustus.‡
Outlines of Ancient and Modern Geography.§

SCIENCE SCHOLARSHIPS, FIRST YEAR.

MATHEMATICS.

Arithmetic :—

Including Vulgar and Decimal Fractions, the Rule of Three, Simple Interest, and the Extraction of the Square Root.

Algebra :—

Including the Solution of Simple and Quadratic Equations; Arithmetical and Geometrical Progressions; Permutations and Combinations; the Binomial Theorem; the nature of Logarithms.

Geometry :—

Euclid, Books I., II., III., IV., and VI., with definitions of Book V.

Plane Trigonometry :—

So far as to include the Solution of Triangles.

The use of Logarithmic and Trigonometrical Tables.

LITERARY SCHOLARSHIPS, SECOND YEAR.

THE GREEK LANGUAGE.

Homer—Iliad, Books III.–VIII.
Sophocles—Electra.
Thucydides—Book VI.
Euripides—Iphigenia in Aulide.

THE LATIN LANGUAGE.

Cicero—Tusculan Disputations, Book I.
Cicero—Letters to his brother, Quintus, Book I.
Tacitus—Annals, Book XIII.
Terence—Adelphi.
Ovid—Metamorphoses (Trübner's Delectus).
Catullus—Ellis' Selections.
A piece of unprepared Latin.

THE ENGLISH LANGUAGE.

Bain's English Grammar.
Johnson's Vanity of Human Wishes.
Gray's Elegy, Bard, and Progress of Poetry.   } (in Hales' "Longer English Poems.")
Goldsmith's Traveller and Deserted Village.
Macaulay's Essays on Clive and Hastings.

* Rev. T. K. Arnold's Introductory Works on Greek and Latin Prose Composition are recommended.
† Dr. William Smith's History of Greece is recommended.
‡ Liddell's Roman History is recommended.
§ Dr. William Smith's Handbook of Ancient Geography is recommended.

MODERN LANGUAGES.

French :—

Otto.—French Grammar, Second Part.

Pellisier.—Morceaux Choisis des Classiques Français. Classe de Rhétorique.

Translation from English into French.

Or, German :—

Schiller.—Der Neffe als Onkel (in Otto's German Reader, Third Part).

Schiller's Mary Stuart.

Otto's German Reader, First Part.

Otto-German Grammar, 12th Edition, to Syntax (page 366).

Translation from English into German.

HISTORY AND GEOGRAPHY.

As in the First Year.

COMPOSITION.

In Greek, Latin, and English Prose.

SCIENCE SCHOLARSHIPS, SECOND YEAR.

MATHEMATICS.

The Course appointed for Science Scholarships of the first year.

Algebra :—

Nature and Simple Transformations of Equations; the Solution of Cubic and Biquadratic Equations; Method of Indeterminate Co-efficients.

Geometry :—

Elements of Solid Geometry.

Trigonometry :—

Plane and Spherical.

Analytic Geometry :—

Discussion of the Equations of the Right Line and Circle.

The Professor's Lectures to the Class of the First Year.

SENIOR SCHOLARSHIPS.

The College is empowered to award Seven Scholarships, of the value of forty pounds each, by examination, to the most distinguished Students who shall have proceeded to the Degree of B.A., for proficiency in special departments of study. Of these Scholarships one is awarded for proficiency in each of the following departments :—

1. The Greek and Latin Languages, and Ancient History.
2. The Modern Languages, and Modern History.
3. Mathematics.
4. Natural Philosophy.
5. Metaphysical and Economic Science.
6. Chemistry.
7. Natural History.

I.—GREEK AND LATIN LANGUAGES, AND ANCIENT HISTORY.

The Greek Language :—

Thucydides—Book IV.

Plato—Gorgias.

Demosthenes—Contra Meidiam.

Aristophanes—The Birds.

Odyssey—Books IV. to IX. inclusive.

Translation from a passage of unprepared Greek.

The Latin Language :—

Cicero—De Republicâ and De Legibus.

Virgil—Æneid, VII.–XII.

Plautus—Rudens.

Juvenal and Persius.

Catullus—Elii' Selections.

Composition in Greek and Latin Prose.

Ovid—Fasti, I., II., III.

Translations from unprepared Latin.

Ancient History :—

Curtius' History of Greece, translated by Ward, two first Vols.

Mommsen's Roman History, Chapters on Constitution.

II.—MODERN LANGUAGES AND MODERN HISTORY.

The English Language:—

Chaucer—Prologue to the Canterbury Tales.
Shakespeare—Macbeth and Julius Cæsar.
Milton—Paradise Lost, Books I.–II.
Byron—*Childe Harold*, Canto III.–IV.
Max Müller's Lectures on the Science of Language—First Volume of First Series (latest edition), Chapters I., II., IV., VII., and IX.

The French Language:—

L'Honneur et l'Argent, Ponsard.
Corneille—Le Cid.
Racine—Britannicus.
Geruzez—Histoire abrégée de la Littérature Française, from page 153 to the end.
Brachet's Grammaire Historique de la Langue Française.
Translation from English into French.

The German Language:—

Schiller—Braut von Messina.
Göthe—Egmont.
Weber—History of German Literature, from 73 to 103.
Translation from English into German.

Modern History:—

Lingard—History of England, from the Norman Conquest to the accession of Henry IV.
Rowland's Manual of the English Constitution.

III.—MATHEMATICS.

The Mathematical Course appointed for the Science Scholarship of the second year; theory of Algebraical Equations, including their numerical solution; Analytic Geometry of two and of three dimensions; Differential and Integral Calculus, including its application to Geometry.

IV.—NATURAL PHILOSOPHY.

Todhunter's Statics.
Tait and Steele's Dynamics, and Routh's Dynamics of a Rigid body.
Walton's Hydrostatical Problems.
Parkinson's Optics.
Hymer's Astronomy.
Jamin's Traité de Physique.
Lloyd's Lectures on the Wave Theory of Light.
The Professor's Lectures to the Honor Class of the Third Year.

V.—METAPHYSICAL AND ECONOMIC SCIENCE.

Metaphysics:—

Descartes—Méditations de Primâ Philosophiâ.
Sir William Hamilton—Lectures on Metaphysics, Vol. II.
Mill—Examination of Sir William Hamilton's Philosophy, Lectures XVII. to XXIII., both inclusive.
Webb—Intellectualism of Locke.

Jurisprudence:—

Jurisprudence as treated in the Professor's Lectures.
Austin's Jurisprudence.
Maine's Ancient Law.
Modern Roman Law by Tomkins and Jencken.

Political Economy:—

Political Economy as treated in the Professor's Lectures.
Mill's Principles of Political Economy.
Ricardo's Political Economy, chapters VII. to XVI.
Senior's Political Economy.
Cairnes' Logical Method of Political Economy.
Göschen's Foreign Exchanges.
Price's Currency.

VI.—CHEMISTRY.

Theoretical Chemistry :—

Miller's Element of Chemistry (third edition).
Watts' Introduction to Chemical Philosophy.
Hadleur's Modern Chemistry.
Watt's Dictionary of Chemistry.
Fownes' Chemistry (tenth edition).

Practical Chemistry :—

Analysis, and an acquaintance with Manipulation to the extent to which it is carried out in the *Practical Course* prescribed for Medical Students will be considered the minimum. (Bowman's Introduction to Practical Chemistry is recommended.)

VII.—NATURAL HISTORY.

Henfrey's Botany (second edition).
Rolleston's Animal Forms.
Dallas's Animal Kingdom ; Nicholson's Zoology.
Whewell's Philosophy of the Inductive Sciences, Vol. I., Book VII., chap. i., Book VIII., chap. i., ii., iv., Book IX., chap. vi.
Whewell's History of the Inductive Sciences, Vol. III., Books XVI., XVII.
Practical Examinations in Botany and Zoology.

PRACTICAL COURSE FOR COMMERCIAL AND GENERAL PURSUITS.

In order to extend the advantages of higher education to youths intended for commercial and general pursuits, the Senate has resolved to institute special courses of instruction, and to grant Diplomas, conferring the title of Licentiate in Arts under the following conditions :—

1. To have matriculated in one of the Colleges of the Queen's University.
2. To have pursued, in one of the Colleges of the Queen's University, the course herein prescribed.
3. To have passed the University Examination herein prescribed.

The studies for the Diploma of Licentiate in Arts extend over two Sessions, and comprise attendance on the following Curriculum :—

First Session.

Two Languages, of which one may be English.
Mathematics.
Another Course on any subject in the annexed list.

Second Session.

Greek, Latin, or a Modern Continental Language.
Logic (one Term).
Natural Philosophy.
And two other Courses on subjects in the annexed list.

If any of the courses, except those on Logic, extend over one term only, some other course from the annexed list must be attended as a supplement to it, but not necessarily in the same Session.

Credit will not be given for attending the same course of Lectures a second time.

Attendance on the courses is, in all cases, understood to include passing such Examinations as the College Council shall appoint, and the catechetical parts of the courses of Lectures.

Candidates for the Diploma of Licentiate in Arts must reside at their respective Colleges during at least the first two terms of each Session.

After having completed the above curriculum, and Candidates for the Diploma is required to pass a University Examination in either Greek, Latin, or a Modern Continental Language ; in Mathematical Science ;

and in two other subjects which it is allowed to select from the annexed list, viz. :—

The Mathematical Sciences.	The Modern Continental Languages.
The Experimental Sciences.	Greek.
The Natural Sciences.	Latin.
Geometrical Drawing.	Logic.
Mensuration, Levelling, and Mapping.	Metaphysics.
Anatomy and Physiology.	History.
English Language and Literature.	Political Economy.

English Composition forms a part of all University Examinations.

Licentiates in Arts who may desire to proceed to the Degree of Bachelor in Arts, may enter directly on the second Session in the course for this Degree, provided they attend in it, instead of the usual curriculum, all the courses prescribed for the first two years which they shall not have already attended in the curriculum for the Diploma of Licentiate.

In compliance with the first of the above specified conditions, the Council of the Queen's College, Galway, has instituted the following course for the Matriculation Examination:—

MATHEMATICS.

Arithmetic—Including Vulgar and Decimal Fractions, the Rule of Three, Simple Interest, and the Extraction of the Square Root.
Algebra—Including Fractions, Proportion, and the Solution of Simple Equations.
Geometry—Euclid, Books I., II.

GEOGRAPHY AND THE ENGLISH LANGUAGE.

Geography—Ancient and Modern, Outlines of.
Grammar—English Grammar and Composition.

The Council will confer two Exhibitions—one of the value of £16, and one of the value of £12—on the best answerers in the Course for Matriculation, should their answering be found to deserve such a reward.

Candidates for Exhibitions shall be allowed to offer, in addition to the subjects of the ordinary Matriculation Examination, one or two, but not more, of the following subjects :—

Latin, French, German, Chemistry, Natural Philosophy, Natural History; these subjects to be of equal value with the ordinary subjects, and with each other.

No Student who has held a Scholarship or Exhibition in any of the existing Faculties or Schools shall be admitted a Candidate for these Exhibitions.

FACULTY OF LAW.

Diploma of Elementary Law.

Candidates for the Diploma of Elementary Law are required to pass a matriculation Examination in the following subjects :—

GREEK.

Xenophon—Anabasis, Book I.
Grammar.

LATIN.

One of the following authors :—
Cæsar—Gallic War, Book V.
Virgil—Æneid, Book I.
Retranslation from English into Latin of portions of Cæsar.

HISTORY AND THE ENGLISH LANGUAGE.

History—Outlines of Grecian and Roman History.
Geography—Outlines of Ancient and Modern Geography.
English—English Grammar and Composition.

MATHEMATICS.

Arithmetic—including Vulgar and Decimal Fractions, the Rule of Three, Simple Interest, and the Extraction of the Square Root.

Algebra—including Fractions, Proportion, and the Solution of Simple Equations.

Geometry—Euclid, Books I., II.

Students who have passed the Matriculation Examination, and have pursued, during three years, the following courses of study, are admitted to Examination for the Diploma of Elementary Law :—

FIRST YEAR.

The Law of Property, and the Principles of Conveyancing.
Jurisprudence.

SECOND YEAR.

Equity and Bankruptcy.
Civil Law.

THIRD YEAR.

Common and Criminal Law.
Civil Law and Jurisprudence.

Candidates who shall have passed the First and Second Sessions of the curriculum for the Degree of B.A., before entering on their legal studies, will be admitted to the Examination for the Diploma after attending a two years' curriculum in law, if recommended by the Council of their College. Other Candidates shall attend Law Courses for three Sessions before presenting themselves.

Candidates who intend to proceed to the Diploma after attending a two years' curriculum in Law will be required to attend during each Session Honor Courses of Lectures by each Professor, embracing all the subjects included in the curriculum for three Sessions.

JUNIOR SCHOLARSHIPS IN LAW.

Of the three Junior Scholarships appropriated to the Faculty of Law, one is awarded to a Student of the First Year, one to a Student of the Second Year, and one to a Student of the Third Year.

SUBJECTS OF EXAMINATION.—FIRST YEAR.

LAW OF PROPERTY, &c.

Williams' Real Property.

JURISPRUDENCE AND CIVIL LAW.

Review of Austin's Jurisprudence, by J. S. Mill (*Edinburgh Review*, October, 1863 (or Mill's Dissertations and Essays, Vol. III.)
Maine's Ancient Law, Chaps. I., II., III., V., IX.
Sandars' Institutes of Justinian, Introduction.

SECOND YEAR.

All the business of the preceding Session.

EQUITY.

Smith's Manual of Equity Jurisprudence.

LAW OF PROPERTY, &c.

Williams' Personal Property; Smith's Lectures on the Law of Contracts.

JURISPRUDENCE AND CIVIL LAW.

The same as the course for the first year, together with
Jurisprudence as treated in the Professor's Lectures.
Austin's Jurisprudence, Vol. I., third edition.
Sandars' Justinian, Books I. and II.
Maine's Ancient Law.

THIRD YEAR.

All the business of the two preceding Sessions.

LAW.

Broom's Commentaries on the Common Law, Books II., III., and White and Tudor's Leading Cases in Equity, Vol. I.

JURISPRUDENCE AND CIVIL LAW.

The same as the course for the second year, together with

Jurisprudence as treated in the Professor's Lectures.
The remainder of Austin's Jurisprudence.
The remainder of Sandars' Justinian.
Modern Roman Law by Tomkins and Jencken.

THE DEGREES OF LL.B. AND LL.D.

Candidates for the Degree of LL.B. are admitted to Examination for that Degree from the Queen's University in Ireland, one year after they have obtained the Degree of B.A., and completed the above curriculum for the Diploma in Elementary Law.

Candidates for the Degree of LL.D. are admitted to Examination for that Degree from the Queen's University in Ireland, at the expiration of two years after they have obtained the Degree of LL.B.

SENIOR SCHOLARSHIP.

The College is empowered to award one Scholarship of the value of forty pounds, by Examination, to the most distinguished Student who shall have proceeded to the Degree of LL.B., and who shall have attended during three Sessions, and have completed the Course of legal study herein prescribed to Students of the first, second, and third Sessions. The following is the course prescribed for Examination :—

JURISPRUDENCE AND CIVIL LAW.

The same as the course in these subjects for the third year's Scholarship, together with

Spence's Equitable Jurisdiction of the Court of Chancery, part I.

PRINCIPLES OF CONSTITUTIONAL AND INTERNATIONAL LAW.

Hallam's Constitutional History of England; Kent's "Lectures on International Law" (prefixed to his "Commentaries"); Letters of "Historicus."

ENGLISH LAW.

All the business of the preceding Sessions, together with

Jarman on Wills; Sugden on Powers; Taylor on Evidence.

The Senior Scholar will be required to attend, during his year of office, Courses of Lectures on Evidence and Pleading, and on Colonial and Constitutional Law.

PRIVILEGES OF LAW STUDENTS.

By the recent regulations of the Benchers of the King's Inns, candidates for the Bar who attend the Law Lectures in the Queen's Colleges, possess the same privileges as Students who attend the Lectures in Trinity College, Dublin.

Students intending to proceed for the Certificate of the Law Professors, so as to entitle them to serve an apprenticeship of *four* years instead of *five*, under the provisions of an *Act for amending the several Acts for the Regulations of Attorneys and Solicitors* (14 and 15 Vict., cap. 88), are required to enter their names with the Registrar, *either as Matriculated or Non-Matriculated* Students, and pay the necessary College and Class Fees to the Bursar before the commencement of the Law Lectures in each Session.

Such Students are required to attend all the Lectures and pass all the Examinations prescribed for the first and second years of the course of study for candidates for the Diploma of Elementary Law.

FACULTY OF MEDICINE.

DEGREES OF M.D. AND M.CH.

Each Candidate for the Degree of Doctor in Medicine, or Master in Surgery, is required:—

1. To have passed in one of the Colleges of the Queen's University the Entrance Examination in Arts, and to have been admitted a Matriculated Student of the University.

2. To have attended in one of the Queen's Colleges, Lectures on one Modern Continental Language for six months, and Lectures on Natural Philosophy for six months.

3. To have also attended, in some one of the Queen's Colleges, at least two of the courses of Lectures marked with an asterisk in the following list. For the remainder of the courses, authenticated certificates will be received from the Professors or Lecturers in the University, Colleges, or Schools, recognised by the Senate of the Queen's University in Ireland.

4. To pass two University Examinations—the first University Examination and the Degree Examination.[†]

The curriculum shall extend over at least four years, and shall be divided into periods of at least two years each.

Candidates are recommended to pass the Matriculation Examination, prior to entering on the second period.

It is recommended that the first period shall comprise attendance on the following courses of medical lectures:—

*Chemistry.
*Botany with Herborizations for practical study, and Zoology.
*Anatomy and Physiology.
*Practical Anatomy.
*Materia Medica and Pharmacy.

And that the second period shall comprise attendance on the following courses of medical lectures:—

Anatomy and Physiology (second course).
Practical Anatomy (second course).
*Theory and Practice of Surgery.
*Midwifery.
*Theory and Practice of Medicine.
*Medical Jurisprudence.

In addition to the above courses of lectures, candidates shall have attended, during either the first or second period,

A Modern Continental Language (in one of the Colleges of the University).
Experimental Physics (in one of the Colleges of the University).

Also, during the first period,

Practical Chemistry (in a recognised Laboratory).
Medico-Chirurgical Hospital (recognised by the Senate), containing at least sixty beds; together with the clinical lectures therein delivered, at least two each week—a winter session of six months.

And during the second period,

Practical Midwifery, in a recognised Midwifery Hospital, with the clinical lectures therein delivered, for a period of three months; or a Midwifery Dispensary for the same period; or ten cases of Labour under the superintendence of the Medical Officer of any hospital or dispensary where cases of labour are treated.

Medico-Chirurgical Hospital (recognised by the Senate), containing at least sixty beds; together with the clinical lectures therein delivered—eighteen months; including either three winter sessions of six months each, or two winter sessions of six months each, and two summer sessions of three months each.

Medical Examinations are held in June, and in September and October. The June Examinations, and Pass Examinations, and commence on the Friday preceding the second Saturday in June.

The Honor Examinations commence on the last Tuesday in September, and are followed by Pass Examinations.

[† The attention of students is directed to the following Regulation of the Senate:—"After the 1st day of January, 1874, no candidate for the Degree of Doctor in Medicine will be allowed to postpone his University Examination in Modern Languages or in Experimental Physics until such time as to shall present himself for final Examination for that Degree."]

C

Appendix,
No. 2.
Regulations
of the
College.

Each candidate for examination in June must forward to the Secretary, on or before the first of June, notice of his intention to offer himself as a candidate, along with his certificates ; and each candidate for examination in September or October must forward similar notice, along with his certificates, on or before the first of September.

The First University Examination in Medicine.

The First University Examination may be passed either in June or September.

It is competent for Students to present themselves for the First University Examination at the termination of the first period of the curriculum, or at any subsequent period.

Before being admitted to examination, each candidate must produce satisfactory evidence of having completed the course recommended for study during the first period of the curriculum.

The First University Examination comprises the subjects recommended for study during the first period of the curriculum, along with which any Candidate may present himself for examination in Experimental Physics and Modern Languages, if he have already attended in one of the Queen's Colleges the prescribed courses on these subjects.

The portions of Zoology to be prepared are—

a. The general characters of the classes of the Animal Kingdom.
b. The first principles of Animal Physiology.
c. The comparative Anatomy and Classification of either the *Vertebrata* or the *Invertebrate Animals*—whichever is selected by the candidate.
d. A special practical knowledge of the leading characters and classification of either some one Vertebrate class, or some one Invertebrate sub-kingdom.

In Botany Candidates will be examined in the general principles of Vegetable Structure and Physiology. They will also be expected to possess a practical acquaintance with the characters of the following natural orders, viz.:—Ranunculaceæ, Cruciferæ, Rosaceæ, Leguminosæ, Umbelliferæ, Compositæ, Solanaceæ, Labiatæ, Euphorbiaceæ, Amentiferæ, Coniferæ, Aroideæ, Orchideæ, Scrophulariaceæ, Boragineaceæ, Liliaceæ, and Gramineæ.

Henfrey's Elementary Course of Botany is recommended as the Text-Book.

English Composition forms a part of all University Examinations.

Competitors for Honors will be examined in all the subjects of the First University Examination, including Experimental Physics and Modern Languages.

Two Exhibitions, one consisting of two instalments of £20 each, the other of two instalments of £15 each, will be awarded to the best answerers at the Honor Examinations, if they be recommended by the Examiners as possessed of sufficient absolute merit. Further regulations regarding these Exhibitions will be found in p. 43.

The candidates who pass with Honors will be arranged in three classes.

Candidates who postpone passing their First Medical Examination until they present themselves at the Degree Examination are not eligible for Honors with this First Examination.

Both Honor and Pass Examinations will be held in September. The Examination held in June is a Pass Examination.

Degree Examinations in Medicine.

Examinations for the Degrees of M.D. and M.Ch. will be held in June and September.

The Fee for each Degree is Five Pounds, and must be lodged with the Secretary before the Examination begins.

Each Candidate must be recommended by the President of his College, and produce certificates to the following effect:—

1. A certificate from the Secretary of the Queen's University, that he has passed the Previous Examination, unless the candidate present himself for both Examinations simultaneously.

2. From the Council of his College, that he has passed a full Examination in the subjects of study prescribed in the course prescribed in the Faculty of Arts, and has been admitted a Matriculated Student in the Faculty of Medicine.

3. That he has attended in the Colleges of the Queen's University two of the courses marked with an asterisk on p. 33, lectures on one Modern Language, and lectures on Experimental Physics.

4. Certificates that he has completed all other prescribed courses.

The Examination for the Degree of M.D. comprises the subjects recommended for study during the second period of medical education, along with Experimental Physics and one Modern Language, unless an Examination in these subjects shall have been already passed at the First University Examination.

The Examination for the Degree of M.Ch. comprises in addition an Examination in Operative Surgery.*

Candidates who graduate with Honors will be arranged in three classes. Candidates who take a First Class will receive a Medal and Prize. Candidates who take a Second Class will receive a Prize. Candidates who take a Third Class will receive a Certificate of Honor.

The Examination for the Degree with Honors will commence on the last Tuesday in September, and will be followed by the Examination of those candidates who seek to graduate without Honors.

The Examination held in June is a Pass Examination.

MATRICULATION.

Candidates for the Degree of M.D. in the Queen's University are required to pass a Matriculation Examination in the following subjects:—

GREEK.

Xenophon.—The Anabasis, Book I.
Grammar.

LATIN.

One of the following authors :—
Virgil.—Æneid, Book I.
Cæsar.—Gallic War, Book V.
Examination from English into Latin of portions of Cæsar.
Grammar and Composition.

ENGLISH.

MATHEMATICS.

Arithmetic and Algebra :—
    The First four Rules of Arithmetic; Vulgar and Decimal Fractions; the Rule of Three; Addition, Subtraction, Multiplication, and Division of Algebraical Quantities; Simple Equations.
Geometry :—
    Euclid, Books I. and II.

HISTORY AND GEOGRAPHY.

History :—
    Outlines of Grecian and Roman History.‡
Geography :—
    Outlines of Ancient and Modern Geography.†

* Candidates for the Degree of Master in Surgery, who obtained the Degree of M.D. in the University before the 1st of January, 1865, will be exempted from the Examination in Operative Surgery.
† Chepmell's Short Course of History is recommended.
‡ Rev. T. K. Arnold's Handbooks are recommended.

C 2

Regulations
of the
College.

DAYS AND HOURS OF LECTURES.

	Subjects.	Months.	Mon.	Tues.	Wed.	Thurs.	Friday.	Sat.
1st Period.	French,	VI.	9		9			
	German,	VI.		10		10		10
	Botany and Zoology,	VI.		11		11		11
	Experimental Physics,	VI.		12		12		12
	Chemistry,	VI.	12		12		12	
	Logic,		1		1		1	
	Anatomy and Physiology,		2	3	3	2	3	
	Practical Anatomy,		1	1	1	1	1	
	Practical Chemistry,		2		2		2	
	Materia Medica,		4		4		4	
2nd Period.	Practical Anatomy,		1	1	1	1	1	
	Anatomy and Physiology,		3	3	3	3	3	
	Surgery,		11		11		11	
	Midwifery,		12		12		12	
	Medicine,			2		2		2
	Medical Jurisprudence,			4		4		4

The lectures of the Professors are fully recognised by the Queen's University, the Universities of Dublin, London, Oxford, Glasgow, Durham ; the University and King's College, Aberdeen ; the College of Physicians, London ; the Royal Colleges of Surgeons in Ireland, England, and Scotland ; the Faculty of Physicians and Surgeons, Glasgow ; the Apothecaries' Halls of Dublin and London ; the Army, Navy, and East India Medical Boards.

SCHOLARSHIPS.

Eight Junior Scholarships are appropriated to the Faculty of Medicine of the value of £25 each. Of these—

Two	are allotted to Students of	the First Year.
Two	,,	Second Year.
Two	,,	Third Year.
Two	,,	Fourth Year.

REGULATIONS RESPECTING MEDICAL SCHOLARSHIPS AND EXHIBITIONS.

(Scholars are required to pay one-half of the ordinary class fee for each obligatory course of lectures.)

All Scholars and Exhibitioners are required to pass the Sessional Examination.

FIRST YEAR'S SCHOLARSHIPS.

All Students who have passed the Matriculation Examination may compete for the Scholarships of the first year.

For the one Scholarship the Examination will embrace the course prescribed for the Literary Scholarships of the first year, in the Faculty of Arts.

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* Opportunities for Hospital attendance and Clinical Instruction are afforded to Students
in the County Infirmary and Town Hospitals, which are in the immediate vicinity of the
College. These Hospitals are open to Students every morning, and Clinical Lectures are
delivered by the medical officers. All communications respecting the Hospitals should be
addressed to the Secretary of the Clinical Board, to whom the fee of £4 is payable. Cer-
tificates of attendance on the Galway Hospitals and Clinical Lectures are accepted by the
several other licensing bodies in the United Kingdom as well as by the Queen's University.

For the other Scholarship the course prescribed for Science Scholarships of the first year in the Faculty of Arts.

If at either of these Examinations a competent candidate do not present himself, the Scholarship assigned to that department may be awarded to the other department, if there be in the latter a second candidate duly qualified.

A Student to whom a Scholarship of the first year has been awarded, shall attend the following courses :—

> A Modern Language.
> Natural Philosophy.
> Anatomy.
> Chemistry.
> Botany and Zoology.

SECOND YEAR'S SCHOLARSHIPS.

To be allowed to compete for a Scholarship of the second year, a Student must be of not more than one year's standing in some school recognized by the Senate of the Queen's University.

A Candidate may select for the subjects of his Examination any four of the following subjects, of which Practical Anatomy must be one. The number placed opposite each subject in the following list shall be the standard mark, and no judgment under one-fifth of the standard mark shall be taken into account in any subject :—

Practical Anatomy,	.	.	.	.	1,000
Anatomy and Physiology,	.	.	.	.	500
Chemistry,	.	.	.	.	1,000
Botany,	.	.	.	.	500
Zoology,	.	.	.	.	500
A Modern Language,	.	.	.	.	500
Natural Philosophy,	.	.	.	.	500

SUBJECTS OF EXAMINATION.

FRENCH.*

Bachelier—French Reader (from Otto's French Grammar).
Translation from English into French.

GERMAN.*

Schiller—Der Neffe als Onkel (in Otto's German Reader, Third Part).
German Grammar. Otto's German Grammar, to page 205 (Syntax).

NATURAL PHILOSOPHY.—Elements of Mechanics, Hydrostatics, Pneumatics, Acoustics, Optics, Heat, Electricity, Galvanism, and Magnetism.
ZOOLOGY—Vertebrata. Practical Examination.
BOTANY—Structural and Physiological Botany; Principles of Classification ; Characters of the Natural Orders yielding medicinal plants. Practical Examination.
ANATOMY AND PHYSIOLOGY.—Cartilage, Bone, the Fibrous Tissues, Muscle, Nerve, Integument and Appendages, Secretion, Digestion, and Reflex Action.
PRACTICAL ANATOMY.—Osteology and Arthrology, also the Myology of the limbs.

Candidates may be examined on specimens placed before them.
CHEMISTRY.—General Principles of Chemical Philosophy ; Laws of Combination by weight and volume ; Atomic Theory ; Nature of Salts, &c. ; Chemistry of non-metallic bodies ; Chemistry of Metals ; Organic Chemistry.

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* The candidate may select either French or German.

A Student to whom a Scholarship of the second year has been awarded shall attend such of the medical courses assigned to the first period of the Regulations curriculum as prescribed in the University regulations as he has not already taken. He shall also take a course of Modern Languages and of Natural Philosophy, if he have not previously done so in a Queen's College.

THIRD YEAR'S SCHOLARSHIPS.

To be allowed to compete for a Scholarship of the third year, a Student must have attended, in some medical school recognised by the Senate of the Queen's University, four of the following courses :—

Anatomy and Physiology.	Practical Chemistry.
Chemistry.	Practical Anatomy.
Botany.	Materia Medica.
Zoology.	

And must not be of more than two years' standing.

The Examination shall include the following subjects. The number placed opposite each subject is the following list shall be the standard mark; and no mark under 300 in any one shall be taken into account :—

Anatomy and Physiology,	.	1,000
Practical Anatomy,	.	1,000
Materia Medica and Therapeutics,	.	1,000
Practical Chemistry,	.	1,000

SUBJECTS OF EXAMINATION.

ANATOMY AND PHYSIOLOGY.—Organs and Functions of Digestion, Absorption, Circulation, Respiration, and Urination, together with the Blood and its Elaboration.

PRACTICAL ANATOMY.—Joints, Muscles, Vessels, Viscera, and Brain. During the Examination, Candidates may be called on to make dissections, or to describe structures placed before them.

MATERIA MEDICA.—The Medicines and Compounds in the British Pharmacopœia. Candidates will be required to identify specimens.

PRACTICAL CHEMISTRY.—As taught in the class.

A Student to whom a third year's Scholarship has been awarded, shall attend, during the year of his election, four at least of the courses prescribed for the second period in the University regulations.

FOURTH YEAR'S SCHOLARSHIPS.

To be allowed to compete for a Scholarship of the fourth year, the candidate must have attended, in some school recognised by the Senate of the Queen's University, all the strictly professional courses of the first period, and must have attended three at least of those of the second period prescribed in the regulations of the Queen's University, and must not be of more than three years' standing.

A candidate for fourth year's Scholarship may choose any four of the following subjects as those in which he shall be examined, provided Anatomy and Physiology be one, and that he have attended lectures on the other three. The number assigned to each subject in the following list shall be the standard mark, and no mark under 300 shall be taken into account :—

Anatomy and Physiology,	.	1,000
Theory and Practice of Surgery,	.	1,000
Midwifery and Diseases of Women and Children,	.	1,000
Theory and Practice of Medicine,	.	1,000
Medical Jurisprudence,	.	1,000
Materia Medica and Therapeutics,	.	1,000

SUBJECTS OF EXAMINATION.

THERAPEUTICS AND PATHOLOGY.—1. Physiological action and Therapeutical effects of the following substances:—Iron, Mercury, Iodine, Arsenic, Aconite, Opium, Digitalis, Alcohol, Nux Vomica, Cinchona. Candidates will be required to write prescriptions.

2. Diseases of the Brain and Nervous System.

3. Diseases of Bones, and Urinary Organs.

4. Human Fœtus and its involucra; abortion; diseases of parturient women; diseases of childhood.

A Student to whom a Scholarship of the fourth year has been awarded shall attend during the year of his election two at least of the practical courses prescribed for the second period in the University regulations; and if more courses are required to complete the curriculum, both as to professional and non-professional subjects, he shall also attend them.

NON-MATRICULATED STUDENTS.

Any course or courses of lectures may be attended by Non-Matriculated Students, without passing any examination, on paying the regulated class fee to each Professor whose lectures they attend. Such Students are admissible to the Library on payment of a fee of Five Shillings for the year.

SCHOOL OF CIVIL ENGINEERING.

Candidates for the Diploma in Civil Engineering are required:—

1. To have been admitted Matriculated Students of one of the Colleges of the Queen's University in the Department of Civil Engineering.

2. To have studied in the Colleges of the Queen's University the courses herein prescribed.

3. To have passed two University Examinations.

Candidates for Matriculation are examined in the following subjects:—

MATHEMATICS.

Arithmetic :—

Including Vulgar and Decimal Fractions, the Rule of Three, Simple Interest, and the Extraction of the Square Root.

Algebra :—

Including Fractions, Proportion, and the Solution of Simple Equations.

Geometry :—

Euclid, Books I., II., III., VI., with Definitions of Book V.

HISTORY, GEOGRAPHY, AND THE ENGLISH LANGUAGE.

History :—

Outlines of Ancient History.

Geography :—

Outlines of Ancient and Modern Geography.

English :—

English Grammar and Composition.

The course for the Diploma in Civil Engineering usually extends over Three Sessions, and comprises attendance on the following curriculum:—

FIRST SESSION.

Mathematics (first course).
Chemistry.
A Modern Language.
Geometrical Drawing.
Office Work.

SECOND SESSION.

Mathematics (second course).
Mathematical Physics.
Experimental Physics.
Civil Engineering.
Office Work.
Field Work.

THIRD SESSION.

Natural Philosophy (applied).
Civil and Mechanical Engineering.
Mineralogy, Geology, and Physical Geography.
Office Work.
Field Work.
Engineering Excursions.

Attendance on these courses in all cases includes passing such Examinations as may be appointed by the College Council, as well as the catechetical parts of the courses of lectures.

Engineering Students must reside at their respective Colleges during at least the first two Terms of each Session, and can be exempted from residence during the third Term also, only by a special grace of the College Council.

The study of the Engineering Curriculum may be extended over more than three Sessions, on the recommendation of the College Council, and under such regulations as the Council shall impose. Some relaxation of the order in which the subjects shall be studied will be admitted, on the recommendation of the Council.

Candidates will, on the special recommendation of the College Council, be admitted to the Diploma after two years' residence instead of three, if their previous acquaintance with a sufficient group of the subjects above set down for study in the first and second Sessions is deemed by the Council satisfactory. In such cases the certificate of the Council will be accepted in lieu of attendance upon these courses, but will not exempt candidates from the University Examinations in them.

Candidates for the Diploma in Civil Engineering are required to pass two University Examinations,—the First University Examination and the Diploma Examination, both of which are held in the Hall of the University in Dublin.

Students who have completed their second Session must attempt the First University Examination before rising to the third year, unless prevented by illness or other inevitable accident, in which case the Senate may admit them to a Supplementary Examination.

Candidates who have attempted, but failed to pass, the First University Examination in October, will be admitted to a Supplementary Examination.

FIRST UNIVERSITY EXAMINATION IN ENGINEERING.

The course for the First University Examination includes French; Geometrical Drawing; Mathematics (first course); Mathematics (second course); Mensuration, Levelling, and Mapping; Experimental Physics.

Each candidate must forward to the Secretary, on or before the 1st of October, notice of his intention to offer himself as a candidate, and will thereupon receive intimation of the days upon which his Examination will be held.

The candidates who pass with Honors will be arranged in three classes, the names in each class being placed alphabetically.

Two Exhibitions, one of the annual value of £20 for two years, the other of the annual value of £15 for two years, will be competed for at the Honor Examination. For the regulations regarding these Exhibitions see p. 44.

EXAMINATION FOR THE DIPLOMA IN CIVIL ENGINEERING.

The Examination for the Diploma in Civil Engineering will embrace the following course:—Engineering, in all its branches; Measuration, Levelling and Mapping; Mathematical Physics; Natural Philosophy, applied; Chemistry; Mineralogy, Geology, and Physical Geography. Each candidate will also be required to produce as his Examination the Field-notes and Drawings of a Survey made by him.

Candidates who have completed the Engineering Course may present themselves as candidates for the Diploma in Civil Engineering, either with Honors or without Honors.

The Examinations for the Diploma in Civil Engineering will commence on the last Tuesday in September, and end on the second Tuesday in October. The Honor Examination will precede the Pass.

Each Candidate must forward to the Secretary, on or before the 1st of September, notice of his intention to offer himself as a candidate, and will thereupon receive intimation of the days upon which his Examination will be held.

The candidates who pass with Honors will be arranged in three classes; the names in each class will be placed alphabetically.

Candidates who take a First Class will receive a Medal and Prize.

Candidates who take a Second Class will receive a Prize.

Candidates who take a Third Class will receive a Certificate of Honor.

Candidates are recommended to provide themselves with drawing instruments and materials, viz.:—A T square; pair of set squares; pair of compasses, with pen and pencil legs; drawing-pen; 12-inch scales, divided on one edge decimally to two chains to an inch, and on the other side, duodecimally to five feet to an inch; an offset scale 20 and 40; also pencils, papers, colours, &c.

DAYS AND HOURS OF LECTURES.

Subjects.	Terms.	Mon.	Tues.	Wed.	Thurs.	Friday.	Sat.
1st Year							
French,	1, 2, 3.			10		10	
German,	1, 2, 3.	10		12		12	
Chemistry,	1, 2, 3.	12		1		1	
Mathematics (pass),	1, 2, 3.	1		11		11	
Mathematics (honor),	1, 2, 3.	11					
Geometrical Drawing,	1, 2, 3.			11		11	
Office Work,	1, 2, 3.	2		2		2	
2nd Year							
Civil Engineering,	1, 2, 3.			1		1	
Office Work,	1, 2, 3.			2		2	
Mathematical Physics (pass),	1, 2, 3.	12		12		12	
Experimental Physics (pass),	1, 2, 3.	1		1			
Experimental Physics (honor),	1, 2, 3.		2		2		
Mathematical Physics (honor),	1, 2, 3.			12		12	
Mathematics (pass),	1, 2, 3.	11					
Mathematics (honor),	1, 2, 3.		1			1	
3rd Year							
Geology and Mineralogy,	1, 2, 3.	12				12	
Civil Engineering,	1, 2, 3.	1		1		1	
Office Work,	1, 2, 3.	2		2		2	
Natural Philosophy (applied),	1, 2, 3.		11		11		

SCHOLARSHIPS.

Of the five Scholarships appropriated to the Department of Engineering, two are awarded to Students of the first year, two to Students of the second year, and one to a Student of the third year.

SUBJECTS OF EXAMINATION—FIRST YEAR.

The course prescribed for Science Scholarship of the first year.
For this course, see p. 26.

SECOND YEAR.

The course of Elementary Mathematics prescribed for the Science Scholarship of the second year, together with the courses of Chemistry, Modern Languages as prescribed for Literary Scholarship of second year, Office Work, and Geometrical Drawing prescribed in the course for Students in Engineering of the first year.

THIRD YEAR.

The courses of Mathematics, Mathematical and Experimental Physics, Mineralogy and Geology, Engineering and Office Work, prescribed to Honor Students of the second year.

INDIAN ENGINEERING ESTABLISHMENT.

The following notice has been issued by order of the Secretary of State for India, in Council:—

"India Office, September 27th, 1871.

" Notice is hereby given that appointments to the Indian Public Works Department, of Assistant Engineer, second grade, salary, 4,260 rs. (about £426) per annum, will be available in 1874 for such Candidates as may be found duly qualified."

APPENDIX.

PRIZES FOUNDED BY PUBLIC SUBSCRIPTION.

At a public meeting of the University in October, 1861, Sir Robert Peel offered the sum of £1,200 to found three exhibitions[*] of £40 each, to be competed for annually for ten years; and he expressed his desire that these prizes should be tenable along with the small Scholarships attached to the Queen's Colleges, in order that his benefaction might have the effect of increasing the value of the rewards provided for the most deserving students.

When announcing this munificent gift, Sir Robert Peel invited others to co-operate with him in thus endeavouring to promote United Education, without adding to the burden on the public purse ; and his invitation met with so ready a response, that it became necessary to form a Committee, which should take charge of the subscriptions, and make regulations for the proper allocation of the funds. This Committee consisted of Sir Robert Peel, Bart., M.P. (*Chairman*) ; the Duke of Leinster ; the Lord Talbot de Malahide, F.R.S. ; the Right Honorable Abraham Brewster, M.A., Q.C. ; Sir James Emerson Tennent, LL.D. ; James Napier, D.L. ; Alexander Thom, Esq.; Sir Benjamin Lee Guinness, Bart. ; William Mulooney, Esq.; and G. Johnstone Stoney, M.A., F.R.S. (*Honorary Secretary*).

[*] This allocation was afterwards changed, and Sir Robert Peel's benefaction merged in the general fund, in order that it might aid in establishing the connected series of prizes which the support of the public has enabled the Committee to found.

Prizes which have been founded.

This manifestoe on the part of the public has enabled the Committees to found the following prizes, to be competed for annually for ten years; and to place at interest a considerable sum,* which will accumulate and form the nucleus of a fund for continuing those most useful aids to learning beyond that time.

Exhibitions in the Faculty of Arts.

Three exhibitions of £30 a year for three years, three exhibitions of £15 a year for three years, and two exhibitions of £10 a year for three years, will be competed for annually in the Faculty of Arts. The three £30 exhibitions will be awarded to the candidates who stand foremost in order of merit from each College at the First University Examination in Arts; and the three £15 exhibitions to the candidates who stand second in order of merit from each College; provided that their names appear in the First Class of the division list at that examination. Of the two £10 exhibitions, one will be awarded to the best answerer in Mathematical Science, and the other to the best answerer in the Ancient Classics at the First University Examination. The £10 exhibitions are open to the competition of candidates from all the Colleges, and may be held along with one of the larger exhibitions.

Each candidate will be deemed a Student of that College in which he shall have attended the Lectures of the Second Session; and no Student will be admitted to the competition who shall have allowed more than a year to intervene between the time that he entered on the studies of the second year and the time of competition.

The first instalment of each exhibition will be paid at the time of competition; the second when the exhibitioner takes the Degree of B.A. in the Queen's University, provided he graduate with honors, and within two academic years; and the third when he takes the Degree of M.A. in the Queen's University, provided he obtain it within three academic years from the time of competition.

Exhibitions in the Faculty of Medicine.

Two exhibitions—one consisting of two instalments of £20 each, and the other of two instalments of £15 each—will be competed for annually in the Faculty of Medicine. These exhibitions will be awarded for proficiency in the non-professional part of the First University Examination in Medicine: the £20 exhibition to the best answerer absolutely, in whichever of the Colleges he may have been educated; and the £15 exhibition to the candidate who is first in order of merit of the competitors from the other two Colleges; provided that their names appear in the First Class of the division list at that examination.

Each candidate will be deemed a student of that College in which he shall have attended the lectures of the Second Session; and no student will be admitted to the competition who shall have allowed more than a year to intervene between the time that he entered on the studies of the second year and the time of competition.

The exhibitions in Medicine will be paid in two equal instalments : one at the time of competition; the other when the exhibitioner takes the Degree of M.D. in the Queen's University, provided that he graduate with honors, and within three academic years from the time of competition.

Exhibitions in the School of Engineering.

Two exhibitions—one of £30 a year for two years, and the other £15 a year for two years—will be competed for annually in the School of Engineering. These exhibitions will be awarded at the First University Examination in Engineering: the £20 exhibition to the best answerer absolutely, in whichever of the Colleges he may have been educated; and the £15 exhibition to the candidate who is first in order of merit of the competitors from the other two Colleges; provided that their names appear in the First Class of the division list at that examination.

Each candidate will be deemed a student of that College in which he shall have attended the lectures of the Second Session; and no student will be admitted to the competition who shall have allowed more than a year to intervene between the time that he entered on the studies of the second year and the time of competition.

The first instalment of each exhibition will be paid at the time of competition; the other when the exhibitioner takes the Diploma in Engineering of the Queen's University, provided that he take honors with it, and obtain it within two academic years from the time of competition.

Prizes in Composition, open to the competition of Graduates and Undergraduates.

Two prizes for English prose composition—one of £10 worth of books, and the other of £5 worth of books—have been founded, and are open to the competition of all members of the University who shall not have been graduated for more than three years at the time of competition, and who shall not have already twice obtained one or other of these prizes.

Prizes in Composition, open to the competition of all Undergraduates.

Two prizes in composition—one for English prose, the other for Greek or Latin prose, and each consisting of £5 worth of books—have been founded, and are open to the competition of all undergraduates, provided that neither the English nor the Classical prize be awarded oftener than twice to any student.

Prize in Composition, limited to the competition of Undergraduates in Medicine.

A prize of £5 worth of books has been founded, for a thesis on a subject to be prescribed, and is limited to the competition of the undergraduates in Medicine who shall not have already twice received the prize.

The subjects on which the competitors for composition prizes are to write will be announced on or before the first of June in each year; the compositions, with fictitious signatures, are to be sent in to the Secretary of the University, on or before the first of the following September, and the successful competitors will be declared at the next public meeting of the University.

Prizes at Entrance.

Two prizes for English prose composition, and two prizes for Geometry, have been founded in each College, to be awarded annually at entrance: first prize for English prose composition, £3 worth of books; second do., £2 worth of books: first prize for Geometry, £3 worth of books; second do., £2 worth of books.

All the exhibitions and prizes now founded by public subscription shall be tenable along with any other scholarships, exhibitions, or prizes to which the successful competitors may be otherwise entitled.

Persons who wish to add to this Fund may find the following forms of use :—

FORM OF DONATION.

I enclose _____ Pounds sterling, and desire that this sum be expended in the founding Exhibitions or other Prizes to encourage learning and promote industry among the Students and Graduates of the Queen's University in Ireland.

Dated at _____ this _____ day of _____, 186 _____

                                                             (Signed) _____

To the Right Honorable
        Sir ROBERT PEEL, Bart.,
    Chairman of the Committee for augmenting the
        Endowments of the Queen's Colleges.

FORM OF SUBSCRIPTION FOR A TERM OF YEARS.

I enclose _____ as the First Instalment of my Subscription to the *Fund for the Endowment of Prizes, in connexion with the Queen's University in Ireland*, and I will cause an equal sum to be lodged in the Bank of Ireland to the credit of the same Fund, before the first of January in each of the next _____ years.

Dated _____ this _____ day of _____, 186 _____

                                                             (Signed) _____

To the Right Honorable
        Sir ROBERT PEEL, Bart.,
    Chairman of the Committee for augmenting the
        Endowments of the Queen's Colleges.

EXAMINATIONS FOR THE CIVIL SERVICE OF INDIA.

REGULATIONS FOR THE OPEN COMPETITION OF 1873.*

1. On Tuesday, 1st April, 1873, and following days, an examination of candidates will be held in London. At this examination not fewer than _____ candidates will be selected, if so many shall be found duly qualified. Of these _____ will be selected for the Presidency of Bengal [_____ for the Upper Provinces, and _____ for the Lower Provinces], _____ for that of Madras, and _____ for that of Bombay.†—Notice will hereafter be given of the days and place of examination.

2. Any person desirous of competing at this examination, must produce to the Civil Service Commissioners, before the 1st of February, 1873, evidence showing—

> (a.) That he is a natural born subject of Her Majesty.
> (b.) That his age on the 1st March, 1873, will be above seventeen years and under twenty-one years. [*N.B.—In the case of Natives of India this must be certified by the Government of India, or the Presidency or Province in which the Candidate may have resided.*]
> (c.) That he has no disease, constitutional affection, or bodily infirmity, unfitting him, or likely to unfit him, for the Civil Service of India.‡
> (d.) That he is of good moral character;

and must also, before the 1st February, 1873, pay to the said Commissioners such fee as the Secretary of State for India may prescribe.§

3. Should the evidence upon the above points be *primâ facie* satisfactory to the Civil Service Commissioners, the Candidate will, upon

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* The regulations are liable to be altered in future years.

† The number of appointments to be made, and the number in each Presidency, &c., will be announced hereafter.

‡ Evidence of health and character must bear date not earlier than the 1st January, 1871.

§ The Fee for this Examination will be £5.

payment of the prescribed fee, be admitted to the Examination. The Commissioners may, however, in their discretion, at any time prior to the grant of the Certificate of Qualification hereinafter referred to, institute such further inquiries as they may deem necessary ; and if the result of such inquiries, in the case of any Candidate, should be unsatisfactory to them in any of the above respects, he will be ineligible for admission to the Civil Service of India, and if already selected, will be removed from the position of a Probationer.

4. The examination will take place only in the following branches of knowledge :—

	Marks.
English Composition.	. 500
History of England, including that of the Laws and Constitution,	. 500
English Language and Literature,	. 500
Language, Literature, and History of Greece,	. 750
,, ,, Rome,	. 750
,, ,, France,	. 375
,, ,, Germany,	. 375
,, ,, Italy,	. 375
Mathematics, Pure and Mixed,	. 1,250
Natural Science ; that is, (1.) Chemistry, including Heat, (2.)	
Electricity and Magnetism, (3.) Geology and Mineralogy, (4.)	
Zoology, (5.) Botany, .	. 1,000

       * The total (1,000 marks) may be obtained by adequate proficiency in any two or more of the five branches of science included under this head.

Moral Sciences ; that is, Logic, Mental and Moral Philosophy,	. 500
Sanskrit Language and Literature,	. 500
Arabic Language and Literature,	. 500

Candidates are at liberty to name, before February 1, 1873, any or all of these branches of knowledge. No subjects are *obligatory.*

5. The merit of the persons examined will be estimated by marks, and the number set opposite to each branch in the preceding regulation denotes the greatest number of marks that can be obtained in respect of it.

6. No candidate will be allowed any marks in respect of any subject of examination unless he shall be considered to possess a *competent knowledge* of that subject.**

7. The examination will be conducted by means of printed questions and written answers, and by *vivâ voce* examination, as may be deemed necessary.

8. The marks obtained by each candidate, in respect of each of the subjects in which he shall have been examined, will be added up, and the names of the   candidates who shall have obtained a greater aggregate number of marks than any of the remaining candidates will be set forth in order of merit, and such candidates shall be deemed to be selected candidates for the Civil Service of India, provided they appear to be in other respects duly qualified ; and shall be permitted to choose,† according to the order in which they stand, as long as a choice remains, the Presidency (and in Bengal, the division of the Presidency) to which they shall be appointed. Should any of the selected candidates become disqualified, the Secretary of State for India will determine whether the vacancy thus created shall be filled up or not. In the former case, the candidate next in order of merit and in other respects duly qualified, shall be deemed to be a selected candidate.

9. Selected candidates before proceeding to India will be on probation

    * "Nothing can be further from our wish than to hold out premiums for knowledge of wide surface and of small depth. *We are of opinion that a candidate ought to be allowed no credit at all for taking up a subject in which he is a mere amateur.*"—Report of Committee of 1854. A deduction of marks will be made under each subject, *including Mathematics.*
    † This slight must be exercised immediately after the result of the examination is announced, on such day as may be fixed by the Civil Service Commissioners.

for two years, during which time they will be examined periodically, with the view of testing their progress in the following subjects":—

	Marks.
1. Oriental Languages:—	
Sanskrit,	 500
Vernacular Languages of India (each),	. . 400
2. The History and Geography of India,	. . . 350
3. Law,	 1,250
4. Political Economy,	 350

In these examinations, as in the open competition, the merit of the candidate examined will be estimated by marks, and the number set opposite to each subject denotes the greatest number of marks that can be obtained in respect of it at any one examination. The examination will be conducted by means of printed questions and written answers, and by *viva voce* examination, as may be deemed necessary. The last of these examinations will be held at the close of the second year of probation, and will be called the "Final Examination," at which it will be decided whether a selected candidate is qualified for the Civil Service of India.

10. Any candidate who, at any of the periodical Examinations, shall appear to have wilfully neglected his studies, or to be physically incapacitated for pursuing the prescribed course of training, will be liable to have his name removed from the list of selected candidates.

11. The selected candidates who at the Final Examination shall be found to have a competent knowledge of the subjects specified in Regulation 9, and who shall have satisfied the Civil Service Commissioners of their eligibility in respect of age, health, and character, shall be certified by the said Commissioners to be entitled to be appointed to the Civil Service of India, provided they shall comply with the regulations in force, at the time, for that Service.

12. Applications from persons desirous to be admitted as candidates are to be addressed to the Secretary to the Civil Service Commissioners, London, S.W., from whom the proper form for the purpose may be obtained.

The Civil Service Commissioners are authorized by the Secretary of State for India in Council to make the following announcements:—

1. Selected Candidates will be permitted to choose,‡ according to the order in which they stand in the list resulting from the open competition as long as a choice remains, the Presidency (and in Bengal the Division of the Presidency) to which they shall be appointed, but this choice will be subject to a different arrangement, should the Secretary of State or Government of India deem it necessary.

2. No Candidate will be permitted to proceed to India before he shall have passed the Final Examination, and received a certificate of qualification from the Civil Service Commissioners, or after he shall have attained the age of twenty-four years.

3. The seniority in the Civil Service of India of the selected candidates shall be determined according to the order in which they stand on the list resulting from the Final Examination.

4. It is the intention of the Secretary of State to allow the sum of £50 after each of the three first half years of probation, and £110 after the last half-year, to each selected candidate who shall have passed the required Examinations to the satisfaction of the Commissioners, and shall

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† Full instructions as to the course of study to be pursued will be issued to the successful candidates as soon as possible after the result of the open competition is declared.

‡ Including, besides the languages prescribed for the several Presidencies, such other languages as may, with the approval of the Commissioners, be taken up as subjects of examination.

‡ This choice must be exercised immediately after the result of the open competition is announced, on such day as may be fixed by the Civil Service Commissioners.

have complied with such rules as may be laid down for the guidance of selected candidates.

5. All selected candidates will be required, after having passed the second periodical Examination, to attend at the India Office for the purpose of entering into an agreement binding themselves, amongst other things, to refund in certain cases the amount of their allowance in the event of their failing to proceed to India. For a candidate under age a surety will be required.

6. After passing the Final Examination, each candidate will be required to attend again at the India Office, with the view of entering into covenants and giving a bond for £1,000, jointly with two sureties, for the due fulfilment of the same. The stamps payable on these documents amount to £1 13s.

7. Candidates rejected at the Final Examination of 1873 will in no case be allowed to present themselves for re-examination.

RULES OF THE HONORABLE SOCIETY OF KING'S INNS, with regard to the ADMISSION OF STUDENTS into the SOCIETY, and to the DEGREE of BARRISTER-AT-LAW.

I.—Every person desirous to be admitted a Student into this Society shall, in order thereto, present at the Under-Treasurer's Office, three clear days at the least before the first day of term, a memorial in the printed form, No. 1, which memorial is to be signed and lodged by the Student himself, and the certificate annexed thereto, signed by a practising Barrister of at least ten years' standing.

II.—Every Student, on presenting such memorial, shall produce a certificate of having paid at the Stamp Office the stamp duty of twenty-five pounds sterling, and also pay to the Under-Treasurer the sum of twenty-one pounds ten shillings and four pence, including five pounds five shillings for admission to the King's Inns Library, and five pounds five shillings for lectures under the recent system of legal education—the balance being the ancient fee for admission into the Society as a Student. Students of the Colleges of the Queen's University shall also attend and pass the same course of lectures in these Colleges, as hereafter provided, are exempted from paying the above sum of five guineas for lectures.

III.—Every Student not a graduate of the University of Dublin, Oxford, Cambridge, Durham, London, or the Queen's University in Ireland, shall keep nine Terms' Commons in the Dining Hall of the Society, and also eight Terms' Commons in one of the Four Inns of Court in London, and shall lodge, with the Under-Treasurer, a certificate of having kept said eight Terms' Commons in one of the said Inns of Court in London, or presenting his memorial to be admitted to the degree of Barrister-at-Law.

IV.—Every such Student, if a graduate of any of the said Universities, is only required to keep six Terms' Commons in the Dining Hall of the King's Inns, and also six Terms' Commons in one of the Inns of Court in London.

V.—Every Student admitted into the Society after the first day of Trinity Term, one thousand eight hundred and fifty, if a graduate of the University of Dublin, Oxford, Cambridge, Durham, or London, or the Queen's University in Ireland, shall, as a condition precedent to being called to the Bar, produce certificates of his having attended two complete courses *at least* of lectures—viz., One complete course of lectures of any two, at his option, of the four Law Professors—namely, the Law Professors of the University of Dublin, and those of the King's Inns, and at least five-sixths of the lectures of each session or University term ; or if a graduate in arts of the Queen's University in Ireland shall have the option of producing certificates of having attended two complete courses, at least,

of lectures of each of the two Law Professors of any College of the Queen's University, comprising not less than thirty-six lectures, and at least five-sixths of the lectures of each course, and of having passed the examinations in the College to which he belongs, on the subjects of the aforesaid of the two courses of lectures, provided that the curriculum prescribed by the said two courses of lectures shall embrace all that is contained in the course now prescribed by the Professors of the King's Inns, or as the same may be from time to time varied by any rules of the Benchers.

VII.—Every Student admitted into the Society after the above date (if not a graduate of one of the said Universities) shall, as a condition precedent to being called to the Bar, produce certificates of his having attended four courses of lectures—viz., One course of the lectures of each of the said four Professors, and *at least* five-sixths of the lectures of each session or University term, in such manner, however, that every such Student shall be engaged not less than three years in the study of the law in Ireland, exclusive of the two years necessary for keeping terms in England, in every one of which three years, one complete course of lectures must be kept ; any Student who shall produce certificates of his having attended during three years one course of lectures delivered by the Professors of English Law and of Jurisprudence, in one of the Colleges of the Queen's University, and of his having passed the general examinations in such College on the subjects so lectured on, shall be deemed entitled to such and the same privileges, in respect to his being called to the Bar, as if he had actually attended one course of the lectures of each of the two Law Professors of the University of Dublin, and had been engaged for two years in such attendance ; but this rule and the preceding one are not intended to affect the number of 'Terms' Commons required by the present rules of the Society, to be kept by Students of the King's Inns, prior to being called to the Bar.

VII.—If from illness or other sufficient cause any Student should be prevented from completing any course of lectures necessary towards being called to the Bar, the Legal Education Committee have power to direct what further attendance, if any, shall be sufficient in such case.—Rules as to Legal Education, No. 3.

VIII.—Every such Student, having complied with the foregoing Rules, desiring to be admitted to the degree of Barrister-at-Law, and being of the full age of twenty-one years, shall present a memorial in the printed form No. 2, at the Under-Treasurer's Office, three clear days at the least before the first day of term, said memorial to be signed by the Student himself ; the certificate annexed thereto to be signed by a practising Barrister of at least ten years' standing, and the declaration at foot thereof by a Bencher.

IX.—Every such Student so applying for admission to the degree of a Barrister-at-Law shall, on presenting his said memorial, pay to the Under-Treasurer the sum of thirty-two pounds eighteen shillings and nine pence, being the ancient fee payable to the Society thereon, and lodge at the same time a certificate of having paid fifty pounds stamp duty at the Stamp Office ; also a certificate of having kept the requisite number of terms from one of the Inns of Court in England ; and if a graduate of any of the said Universities, shall also lodge a testimonium from such University of having obtained the degree of Bachelor of Arts or Bachelor of Law therein.

D

APPENDIX, No. 3.

SELECTIONS FROM SCHOLARSHIP EXAMINATION PAPERS, 1872–73.

SCHOLARSHIP EXAMINATION PAPERS, 1872–73.

LITERARY SCHOLARSHIP—SECOND YEAR.

LATIN.—*Examiner,* Professor MAGUIRE, LL.D.

Translate, adding brief explanations where you think necessary:—

Cur non arma capit, dat, quod vaga turba sequatur?
Non erat hoc nimium numquam nisi magnus loquenti.
Quid quod et pae fugit? Vidi, pudetque videre,
Cam tu terga dares, inhonestaque vela parares.
Nec mora, "Quid facitis? quae vos dementia" dixi
"Concitat, o socii, captam dimittere Troiam?
Quidve domum feria ducimus, nisi dedecus, anno?"
Talibus atque aliis, in quae dolor isse disertum
Fecerat, aversos profuga de classe reduxi.
Convocat Atrides socios terrore paventes:
Nec Telamoniades etiam nunc hiscere quinquam
Audet.   At ausus erat reges incessere dictis
Thersites, etiam per me haud impune, protervis.
Erigor, et trepidos cives exhortor in hostem,
Amissamque mea virtutem voco reposco.
Tempore ab hoc, quodcumque potest fecisse videri
Fortior iste, meum est. Qui dantem terga retraxi.
Denique do Danais quia te laudetve petitve?
At sua Tydides mecum communicant acta,
Me probat, et socio semper confidit Ulixa.

OVID—*Metamorph.* XIII, 231–240.

Praebebat sibi quisque deos, nec turba deorum
Talis, ut est hodie, contentaque sidera paucis
Numinibus miserum urgebant Atlanta minori
Pondere.   Nondum aliquis sortitus triste profundi
Imperium aut Sicula torvus cum coniugo Pluton;
Nec rota nec Furiae nec saxum aut vulturis atri
Poena, sed inferum luhum sine regibus umbrae.
Improbitas illo fuit admirabilis aevo,
Credebant quod grande nefas et morte piandum,
Si iuvenis vetulo non assurrexerat et si
Barbato cuicumque puer, licet ipse videret
Plura domi farra et maiores glandis acervos.
Tam venerabile erat praecedere quattuor annis,
Primaeque par adeo sacrae lanugo senectae!
Nunc, si depositum non infitietur amicus,
Si reddat veterem cum tota aerugine follem,
Prodigiosa fides et Tuscis digna libellis,
Quaeque coronata lustrari debeat agna.

JUVENAL, XIII, 46–63.

Ch. Ubi Clitipho hic est? *Sy.* "Eccum me" inque. *Cl.* Eccum hic tibi.

Ch. Quid rei esset dixti huic? *Sy.* Dixi pleraque omnia.

Ch. Cape hoc argentum ac defer. *Sy.* I : quid istas, lapis?

Quin accipis? *Cl.* Cedo sane. *Sy.* Sequere hac me ocius :

Tu hic nos, dum aliquas reinus conperiere :

Nam nil est illic quod moremur diutius.

Ch. Minas quidem iam decem habet a me filia,

Quas pro alimentis esse nunc duco datas :

Hasce ornamentis consequentur alterae :

Porro haec talenta dotis adposcunt duo.

Quam multa, iusta iniusta, fiunt moribus !

Mihi nunc relictis rebus inueniundum est

Aliquis, labore inuenta mea quot dono dem.

TERENCE—*Heauton.*, IV., 7.

Quid ! Lacedaemonis, paulo ante Leuctricam calamitatem, quae significatio fuit est, quum in Herculis fano arma sonuerunt Herculisque simulacrum multo sudore manauit ? At eodem tempore Thebis, ut ait Callisthenes, in templo Herculis valvae clausae repagulis subito se ipsae aperuerunt, armaque, quae fixa in parietibus fuerant, ea humi inuenta. Quumque eodem tempore apud Lebadiam Trophonio res divina fieret, galloi gallinaceos in eo loco sic adsidue canere coepisse, ut nihil intermitterent : tum augures diceres Boeotios Thebanorum esse victorium, propterea quod avis illa victa dicere soleret : canere, si vicisset.

CICERO—*De Divinatione*, I., 34.

FIRST YEAR.

GREEK.—*Examiner*, Professor D'ARCY THOMPSON, M.A.

1. Translate the following :—

καὶ εὐθὺς ἐγίγνωσκε πάντες ὅτι ἐγγύς που ἱστρατοπεδεύετο βασιλεὺς· καὶ γὰρ καὶ αὐτόμολοι ἐξικνεῖτο ἐν οἷσπερ τὸ πρόσω. Κλέαρχος δὲ ἐκὶ μὲν τοὺς πολεμίους οὐκ ἦγεν· ᾔδει γὰρ καὶ ἀπειρηκότας τοὺς στρατιώτας καὶ ἀσίτους ὄντας· ἤδη δὲ καὶ ὀψὲ ἦν· οὐ μέντοι οὐδὲ ἀπέκλινε, φυλαττόμενος μὴ δοκοίη φεύγειν, ἀλλ' εὐθύωρον ἄγων ἅμα τῷ ἡλίῳ δυομένῳ εἰς τὰς ἐγγυτάτω κώμας τοὺς πρώτους ἔχων κατεσκήνωσεν, ἐξ ὧν διήρπαστο ὑπὸ τοῦ βασιλικοῦ στρατεύματος καὶ αὐτὰ τὰ ἀπὸ τῶν οἰκιῶν ξύλα. Οἱ μὲν οὖν πρῶτοι ὅμως τρόπῳ τινὶ ἐστρατοπεδεύσαντο, οἱ δὲ ὕστεροι σκοταῖοι προσιόντες ὡς ἐτύγχανον ἕκαστοι ηὐλίζοντο, καὶ κραυγὴν πολλὴν ἐποίουν καλοῦντες ἀλλήλους, ὥστε καὶ τοὺς πολεμίους ἀκούειν· ὥστε οἱ μὲν ἐγγύτατα τῶν πολεμίων καὶ ἔφυγον ἐκ τῶν σκηνωμάτων. Δῆλον δὲ τοῦτο τῇ ὑστεραίᾳ ἐγένετο· οὔτε γὰρ ὑπο-

ζύγιον ἔτ' οὐδὲν ἐφάνη οὔτε στρατόπεδον οὔτε καπνὸς οὐδαμοῦ πλησίον. Ἐξεπλάγη δέ, ὡς ἔοικε, καὶ βασιλεὺς τῇ ἐφόδῳ τοῦ στρατεύματος. Ἐδήλωσε δὲ τοῦτο οἷς τῇ ὑστεραίᾳ ἔπραττε. προϊούσης μέντοι τῆς νυκτὸς ταύτης καὶ τοῖς Ἕλλησι φόβος ἐμπίπτει, καὶ θόρυβος καὶ δοῦπος ἦν οἷον εἰκὸς φόβου ἐμπεσόντος γίγνεσθαι. Κλέαρχος δὲ Τολμίδην Ἠλεῖον, ὃν ἐτύγχανεν ἔχων παρ' ἑαυτῷ κήρυκα ἄριστον τῶν τότε, τοῦτον ἀνειπεῖν ἐκέλευσε σιγὴν κατας-ρώσαντα ὅτι προαγορεύουσιν οἱ ἄρχοντες, ὃς ἂν τὸν ἀφέντα τὸν ὄνον εἰς τὰ

D 2

δπλα μηνύσας, ὅτι κλήματα μισθὸν τάλαντον ἀργυρίου. ἐπὶ δὲ ταῦτα ἐκε-
ρύχθη, ἔγνωσαν οἱ στρατιῶται ὅτι κενὸς ὁ φόβος εἴη καὶ οἱ ἄρχοντες σῶοι.
"Ελλησι φέρειν ἄχων ὅτε ἦν ἡ μάχη.

ΧΕΝΟΦΩΝ—*Anabasis*, Π., ii., 15-21.

(*a*.) Give the first persons singular of the principal tenses of the
following verbs :—εἰσίεναι—πίπτειν—γιγνώσκειν—ἀφιέναι—λαμβάνειν—
πλήσαιεν.

(*b*.) Write out in full the tenses to which ᾐρήσατο and ἐξελέγη
belong.

2. Render into Greek the following :—

(*a*.) The poets of the present day are very numerous.

(*b*.) I admire the wisdom of those who transacted that business.

(*c*.) He is incapable of performing a dishonourable action.

(*d*.) He left with him three thousand heavy-armed infantry and
attacked the city by night.

(*e*.) So soon as you said that, I departed from the town.

(*f*.) If you say that again, I should at once go away.

(*g*.) If you were to say that again, I should at once go away.

(*h*.) If you had said that again, I should at once have gone away.

(*i*.) The general was a man of great ability, but the soldiers were
unable or unwilling to carry out his orders.

3. Translate the following passages :—

(*a*.) "Εστορ, τῇ δέ τοι μῦθος σέχεσι, ὃ πρὶν ἔχεσκες
φῆς τὸν ὅτερ λαῶν πόλιν ἐξέμεν ἠδ᾽ ἐπικούρων
οἶος, σὺν γαμβροῖσι κασιγνήτοισί τε σοῖσιν.
τῶν νῦν οὔτιν᾽ ἐγὼ ἰδέειν δύναμ᾽ οὐδὲ νοῆσαι,
ἀλλὰ καταπτώσσουσι, κύνες ὣς ἀμφὶ λέοντα·
ἡμεῖς δ᾽ αὖ μαχόμεσθ᾽, οἵπερ τ᾽ ἐπίκουροι ἔνειμεν.
καὶ γὰρ ἐγὼν ἐπίκουρος ἐὼν μάλα τηλόθεν ἥκω·
τηλοῦ γὰρ Λυκίη, Ξάνθῳ ἔπι δινήεντι,
ἔνθ᾽ ἄλοχόν τε φίλην ἔλιπον καὶ νήπιον υἱόν,
καδ δὲ κτήματα πολλά, τά τ᾽ ἔλδεται ὅς κ᾽ ἐπιδευής.
ἀλλὰ καὶ ὣς Λυκίους ὀτρύνω καὶ μέμον᾽ αὐτὸς
ἀνδρὶ μαχήσασθαι· ἀτὰρ οὔτι μοι ἐνθάδε τοῖον
οἷον κ᾽ ἠὲ φέροιεν ᾽Αχαιοὶ ἠὲ κεν ἄγοιεν·
τύνη δ᾽ ἕστηκας, ἀτὰρ οὐδ᾽ ἄλλοισι κελεύεις
λαοῖσιν μενέμεν καὶ ἀμυνέμεναι ὤρεσσιν.
μή πως, ὡς ἀψῖσι λίνου ἁλόντε πανάγρου,
ἀνδράσι δυσμενέεσσιν ἕλωρ καὶ κύρμα γένησθε·
οἱ δὲ τάχ᾽ ἐκπέρσουσ᾽ εὐναιομένην πόλιν ὑμήν.

ΗΟΜΕR—*Iliad*, v., 472-489.

(*b*.) νῆες δ᾽ ἐκ λήμνου παρέστασαν οἶνον ἄγουσαι
πολλαί, τὰς προέηκεν ᾽Ιησονίδης Εὔηνος,
τόν ρ᾽ ἔτεχ᾽ Ὑψιπύλη ὑπ᾽ ᾽Ιήσονι, ποιμένι λαῶν.
χωρὶς δ᾽ ᾽Ατρείδῃς, ᾽Αγαμέμνονι καὶ Μενελάῳ,
δῶκεν ᾽Ιησονίδης ἀγέμεν μέθυ, χίλια μέτρα.

ὥθεν ἄρ' οἰνίζοντο καρηκομόωντες Ἀχαιοί,
ἄλλοι μὲν χαλκῷ, ἄλλοι δ' αἴθωνι σιδήρῳ,
ἄλλοι δὲ ῥινοῖς, ἄλλοι δ' αὐτῇσι βόεσσιν,
ἄλλοι δ' ἀνδραπόδεσσι· τίθεντο δὲ δαῖτα θάλειαν·
παννύχιοι μὲν ἔπειτα καρηκομόωντες Ἀχαιοί
δαίνυντο, Τρῶες δὲ κατὰ πτόλιν ἠδ' ἐπίκουροι·
παννύχιος δέ σφιν κακὰ μήδετο μητίετα Ζεὺς
σμερδαλέα κτυπέων· τοὺς δὲ χλωρὸν δέος ᾕρει·
οἶνον δ' ἐκ δεπάων χαμάδις χέον, οὐδέ τις ἔτλη
πρὶν πιέειν, πρὶν λεῖψαι ὑπερμενέι Κρονίωνι.
κοιμήσαντ' ἄρ' ἔπειτα καὶ ὕπνου δῶρον ἕλοντο.
              Homer.—Iliad, vii., 467–482.

2. Give the meaning and, if possible, the composition or derivation of
the following :—οἰνίζεσ—ὀργή—γναλον—χρημάτησ—ἀγχἰ—ἀμαρῇ—
ἐμμαπέως—σχεδίην—ἄσπρος—ἀλθομαι—ἐλευθερός—ἔρνειν.

3. Translate the following :—

ὁρῶ σ', Ὀδυσσεῦ, δεξιὰν ὑφ' αἵματος
κρύπτοντα χεῖρα καὶ πρόσωπον ἔμπαλιν
στρέφοντα, μὴ σου προσθίγω γενειάδος.
θάρσει· πέφευγα τὸν ἐμὸν Ἱκέσιον Δία·
ὡς ἕψομαί γε τοῦδ' ἀναγκαίης χάριν
θανεῖν τι χρήζουσ'· εἰ δὲ μὴ βουλήσεται,
κακὴ φανοῦμαι καὶ φιλόψυχος γυνή.
τί γάρ με δεῖ ζῆν; ᾗ πατὴρ μὲν ἦν ἄναξ
Φρυγῶν ἁπάντων· τοῦτό μοι πρῶτον βίου·
ἔπειτ' ἐθρέφθην ἐλπίδων καλῶν ὕπο
βασιλεῦσι νύμφη, ζῆλον οὐ σμικρὸν γάμων
ἔχουσ', ὅτου δῶμ' ἑστίαν τ' ἀφίξομαι·
δέσποινα δ' ἡ δύστηνος Ἰδαίασιν ἦν
γυναιξὶ παρθένος τ' ἀπόβλεπτος μέτα,
ἴση θεοῖσι πλὴν τὸ κατθανεῖν μόνον·
νῦν δ' εἰμὶ δούλη. πρῶτα μέν με τοὐνομα
θανεῖν ἐρᾶν τίθησιν οὐκ εἰωθὸς ὄν·
ἔπειτ' ἴσως ἂν δεσποτῶν ὠμῶν φρένας
τύχοιμ' ἄν, ὅστις ἀργύρου μ' ὠνήσεται,
τὴν Ἕκτορός τε χἀτέρων πολλῶν κάσιν,
προσθεὶς δ' ἀνάγκην σιτοποιὸν ἐν δόμοις,
σαίρειν τε δῶμα κερκίσιν τ' ἐφεστάναι
λυτρηρὰν ἄγουσαν ἡμέραν μ' ἀναγκάσει·
λέχη δὲ τἀμὰ δοῦλος ὠνητός ποθεν
χρανεῖ, τυράννων πρόσθεν ἠξιωμένα.
οὐ δῆτ'· ἀφίημ' ὀμμάτων ἐλεύθερον
φέγγος τόδ', Ἅιδῃ προστιθεῖσ' ἐμὸν δέμας.
ἄγ' οὖν μ' Ὀδυσσεῦ καὶ διέργασαί μ' ἄγων·
οὔτ' ἐλπίδος γὰρ οὔτε τοῦ δόξης ὁρῶ
θάρσος παρ' ἡμῖν ὥς ποτ' εὖ πρᾶξαί με χρή.

μήτηρ σὺ δ᾽ ἡμῖν μηδὲν ἐμποδὼν γένῃ,
λέγουσα μηδὲ δρῶσα· συμβούλου δέ μοι
θανεῖν πρὶν αἰσχρῶν μὴ κατ᾽ ἀξίαν τυχεῖν.
ὅστις γὰρ οὐκ εἴωθε γεύεσθαι κακῶν,
φέρει μέν, ἀλγεῖ δ᾽ αὐχέν᾽ ἐντιθεὶς ζυγῷ·
θανὼν δ᾽ ἂν εἴη μᾶλλον εὐτυχέστερος
ἢ ζῶν· τὸ γὰρ ζῆν μὴ καλῶς μέγα πόνος.

EURIPIDES—*Hecuba*, 342–378.

(a.) Give the first persons singular of the principal tenses of the verbs :—στρέφων—φεύγων—φαίνων—τρέφων—τίθημι—ἀμείνόμαι—βήσομαι—ἱστῶσι—τυγχάνω.

(b.) Point out a peculiarity of scansion in the fourteenth line above.

(c.) Write out in full the tenses to which the following words, occurring in the above passage, belong :—θάνεις—χαρεῖ—δάρχασι—συμβολῶν—γένῃ.

4. (a.) Enumerate the divisions of Asia Minor.

(b.) Name the two principal rivers of Asia Minor that discharge into the Black Sea.

(c.) Name the chief city or cities of the Islands of Cyprus, Crete, Rhodes, and Lesbos.

(d.) Name the chief cities of the east coast of Sicily.

(e.) Give very brief biographical accounts of Solon, Gylippus, Alcibiades, Xenophon, Pelopidas, Æschines.

SECOND YEAR.

Examiner, Professor D'Arcy Thompson, M.A.

1. Translate the following passages :—

(a.) χρόνον μὲν οὖν τινα ὀλίγον οὕτω πρὸς ἀλλήλους ἠσυχάσαντο τῶν τε Λακεδαιμονίων οὐχὶ ὀξέως ἐπιχεῖν ᾗ προσίππτουσι δυναμένων, γνόντες αὐτοὺς οἱ ἄλλοι βραδυτέρους ᾖδη ὄντας τῷ ἀμύνασθαι, καὶ αὐτοί τε ὕμεῖς τῷ θαρσεῖν τὸ πλεῖστον εἰληφότες πολλαπλάσιοι φαινόμενοι καὶ ξυνειθισμένοι μᾶλλον μηκέτι δεινοὺς αὐτοὺς ὁμοίως σφίσι φαίνεσθαι, ὅτι οὐκ εὐθὺς τῇ ἀξίᾳ τῆς προσδοκίας ἐπεπόνθεσαν, ὥσπερ ὅτε πρῶτον ἀπέβαινον τῇ γνώμῃ δεδουλωμένοι ὡς ἐπὶ Λακεδαιμονίους, καταφρονήσαντες καὶ ἐμβοήσαντες ἀθρόοι ὥρμησαν ἐπ᾽ αὐτοὺς καὶ ἔβαλλον λίθοις τε καὶ τοξεύμασι καὶ ἀκοντίοις, ὡς ἕκαστός τι πρόχειρον εἶχε. γενομένης δὲ τῆς βοῆς ἅμα τῇ ἐπιδρομῇ ἔκπληξίς τε ἐνέπεσεν ἀνθρώποις ἀήθεσι τοιαύτης μάχης καὶ ὁ κονιορτὸς τῆς ὕλης νεωστὶ κεκαυμένης ἐχώρει πολὺς ἄνω, ἄπορόν τε ἦν ἰδεῖν τὸ πρὸ αὑτοῦ ὑπὸ τῶν τοξευμάτων καὶ λίθων ἀπὸ πολλῶν ἀνθρώπων μετὰ τοῦ κονιορτοῦ ἅμα φερομένων. τό τε ἔργον ἐνταῦθα χαλεπὸν τοῖς Λακεδαιμονίοις καθίστατο. οὔτε γὰρ οἱ πῖλοι ἔστεγον τὰ τοξεύματα, δοράτιά τε ἐναπεκέκλαστο βαλλόντων, εἶχόν τε οὐδὲν σφίσιν αὐτοῖς χρήσασθαι ἀποκεκλῃμένοι μὲν τῇ ὄψει τοῦ προορᾶν, ὑπὸ δὲ τῆς μείζονος βοῆς τῶν πολεμίων τὰ ἐν αὐτοῖς παραγγελλόμενα οὐκ ἐσακούοντες, κινδύνου τε πανταχόθεν περιεστῶτος καὶ οὐκ ἔχοντες ἐλπίδα καθ᾽ ὅ τι χρὴ ἀμυνόμενοι σωθῆναι.

THUCYDIDES, iv. 34.

(b.) οὐ γὰρ τὸ προμηθές, οἷς ἂν ἄλλος ἔνῃ, περὶ τῆς σφετέρας ὁμοίως ἐνέγκετε λογισάμενοι καὶ ὅστις τὰ μὲν τίμα περὶ τοῦ πλεῖστος δὲ ὀργιζομένος ἐπὰν τινὰ ἐπεξίηναι· πάτριον τε ὑμῖν στρατῶν ἀλλήλους ἀντελθεῖν καὶ τὸ τῆς ἐσχὴς καὶ ἐν τῷ τῶν πέλας ὁμοίως ἀμύνεσθαι. Ἀθηναίους δὲ καὶ προσέτι καὶ ἄμφω ὄντας πολλῷ μάλιστα δεῖ. πρὸς τε γὰρ τοὺς ἀστυγείτονας πᾶσι τὸ ἀντίπαλον καὶ ἐλευθέρον καθίσταται, καὶ πρὸς τούτους γε δή, οἳ καὶ μὴ πέλας ἐγγύς, ἀλλὰ καὶ τοὺς πόρρω πειρῶνται ἰουλοῦσθαι, πῶς οὐ χρὴ καὶ ἐπὶ τὸ ἔσχατον ἀγῶνος ἐλθεῖν; (παράδειγμα δὲ ἔχομεν τούς τε ἀντιπέρας Εὐβοέας καὶ τῆς ἄλλης Ἑλλάδος τὸ πολὺ ὡς αὐτοῖς διάκειται) καὶ γνῶναι ὅτι τοῖς μὲν ἄλλοις οἱ πλησιόχωροι περὶ γῆς ὅρων τὰς μάχας ποιοῦνται, ἡμῖν δὲ ἐς πᾶσαν, ἢν νικηθῶμεν, εἷς ὅρος οὐκ ἀντίλεκτος παγήσεται· ἐσελθόντες γὰρ βίᾳ τὰ ἡμέτερα ἕξουσι. τοσούτῳ ἐπικινδυνοτέραν ἑτέρων τὴν παροίκησιν τῶνδε ἔχομεν. εἰώθασί τε οἱ ἰσχὺς ποῦ θάρσει τοῖς πέλας, ὥσπερ Ἀθηναῖοι νῦν, ἐπιόντες τὸν μὲν ἡσυχάζοντα καὶ ἐν τῇ ἑαυτοῦ μόνον ἀμυνόμενον ἀδεέστερον ἐπιστρατεύειν, τὸν δὲ ἔξω ὅρων προαπαντῶντα καὶ, ἢν καιρὸς ᾖ, πολέμου ἄρχοντα ἧσσον ἑτοίμως κατέχειν.

THUCYDIDES, iv., 92.

2. Render into Greek the following:—

It happened thus. The persons most opposed to the peace of Greece were Cleon and Brasidas. The war helped to hide the vices of the former and to shew forth the good qualities of the latter. Cleon found opportunity for acts of injustice and oppression, and Brasidas for great and glorious actions. But, after they both fell in the battle near Amphipolis, Nicias anxiety to the Lacedaemonians on the one hand, who had been for some time desirous of peace, and to the Athenians on the other, how no longer sworn in the pursuits of war; in fact, both parties were tired of hostilities, and ready to let the weapons drop out of their hands. Nicias, accordingly, used all his endeavours to reconcile them, and, indeed, to deliver all the Greeks from the calamities they had suffered, to bring them to taste the sweets of repose, and to re-establish a long and lasting reign of happiness.

3. (1) Name the places in which Greek and Phœnician colonists came into juxtaposition and rivalry ; (2) draw maps of the Peloponnesus and of Asia Minor ; (3) enumerate the divisions of Northern Hellas ; (4) and give very brief biographical accounts of (a) Pisistratus ; (b) Brasidas ; (c) Alcibiades ; (d) Lysander ; and (e) Phocion.

1. Translate the following passage :—

Ὣς ἄρα φωνήσας προτέρων ἔφη Δῖος Ἀχιλλεύς·
εἶσεν δ᾽ ἐν οἱιρεῖσαι γέρωνί τε πορφυρέουσιν.
αἶψα δὲ Πάτροκλον προσεφώνεεν ὃν ἐγγύς ἴαντα
" μείζονα δὴ κρητῆρα, Μενοίτιον υἱέ, καθίστα·
ζωρότερον δὲ κέραιε, δέπας δ᾽ ἔντυνον ἑκάστῳ.
οἱ γὰρ φίλτατοι ἄνδρες ἐμῷ ὑπέασι μελάθρῳ."
Ὣς φάτο, Πάτροκλος δὲ φίλῳ ἐπεπείθεθ᾽ ἑταίρῳ.
αὐτὰρ ὅγε κρεῖον μέγα κάββαλεν ἐν πυρὸς αὐγῇ,
ἐν δ᾽ ἄρα νῶτον ἔθηκ᾽ ὄιος καὶ πίονος αἰγός,
ἐν δὲ συὸς σιάλοιο ῥάχιν τεθαλυῖαν ἀλοιφῇ.

τῷ δ᾽ ἔχεν Αὐτομέδων, τάρτην δ᾽ ἄρα ἔχεν Ἀχιλλεὺς
καὶ τὰ μὲν ἐξ μεγάλοιο καὶ ἀμφ᾽ ἀβλεῖσκεν ἑτέροιs,
πὸρ δὲ Μενοιτιάδη θεῖον μέγα τε, ἐσθλὸς φῶς.
αὐτὰρ ἐπεὶ κατὰ νῆρ ἐώθ καὶ φλὶξ ἐμαρένθη,
ἀνθρωιὴν σπόρμαsα ἀβλεῖσκεν δρύστερθε τάνυσσεν·
πάσσε δ᾽ ἁλὸς θείσιο, κρατευτῶν ἐπαείρας.
αὐτὰρ ἐπεί ῥ᾽ ὤπτησε καὶ εἰν ἐλεοῖσιν ἔχευεν,
Πάτροκλος μὲν σῖτον ἑλὼν ἐπένειμε τραπέζῃ
καλοῖς ἐν κανέοισιν· ἀτὰρ κρέα νεῖμεν Ἀχιλλεύς.
αὐτὸς δ᾽ ἀντίον ἷζεν Ὀλυμφίοιο θεοῖο
τοίχου τοῦ ἑτέροιο, θεοῖσι δὲ θῦσαι ἀνώγειν
Πάτροκλον, ὃν ἑταῖρον· ὁ δ᾽ ἐν πυρὶ βάλλε θυηλάs.

Homer—*Iliad*, xx. 199–231.

(a) Write in ordinary Attic prose forms the following words, selected
from the above passage :—προσεφώνει—ἔωτα—καθίατο—κάββαλε—
σιάλοιο—πάρεισ—τάνυσσε—κρατευτάων—εἶν.

2. Translate the following passages, and briefly annotate words, ex-
pressions, or constructions that appear to you deserving of notice :—

(a) ὦ πῦρ σὺ καὶ κόυ δεῖμα καὶ παινωνγίας
διατὰρ τἐχνηζ᾽ ἐχίατων, οἷά μ᾽ εἰργάσω,
οἳ ἡπάτησαζ᾽ οὐδ᾽ ἐπωηγένει μ᾽ ἄγειν
τὸν προσοτρόπαιον, τίν᾽ ἰσίτην, ὦ σχέτλιε ;
ἀπισταίρησαζ τὸν βίον τὰ τὰξ ὑλῶν.
ἀνάθου, λικνίμαί σ᾽, ἀπόλος, ἱστεῖαι, τέκνον.
πρὸς θεῶν πατρῴων, τὸν βίον με μήφλάμος
ὧμα τύλλα. ἀλλ᾽ οὐδὲ προσφωνεῖ μ᾽ ἔτι,
ἀλλ᾽ ὡς μέθηναν μήσοῦ, ὧδ᾽ ἔχη πάλιν.
ὦ λιμένες, ὦ προβλῆτες, ὦ ξυνουσίαι
θηρῶν ὀρείων, ὦ καταφραγεσ πέτραι,
ὑμῖν τάδ᾽, οὐ γὰρ ἄλλον οἶδ᾽ ὅτῳ λέγω,
ἀνακλαίομαι παρούσιν τοῖς εἰωθόσιν,
οἷ᾽ ἔργ᾽ ὁ παῖς μ᾽ ἔδρασεν οὐξ Ἀχιλλέως·
ὀμόσσε ἀπάξειν οἶκαδ᾽, ἐς Τροίαν μ᾽ ἄγει·
προσθείς τε χεῖρα δεξιάν, τὰ τόξα μου
ἱερὰ λαβὼν τοῦ Ζηνὸς Ἡρακλέος ἔχει,
καὶ τοῖσιν Ἀργείοισι φήνεσθαι θέλει.
ὡς ἄνδρ᾽ ἑλὼν ἰσχυρὸν ἐκ βίας μ᾽ ἄγει,
κοῦκ οἶδ᾽ ἐναίρων νεκρόν, ἢ καπνοῦ σκιάν,
εἴδωλον ἄλλως. οὐ γὰρ ἂν σθένοντά γε
εἷλέν μ᾽· ἐπεὶ οὐδ᾽ ἂν ὧδ᾽ ἔχοντ᾽, εἰ μὴ δόλῳ.
νῦν δ᾽ ἠπάτημαι δύσμορος· τί χρή με δρᾶν ;
ἀλλ᾽ ἀπόδος. ἀλλὰ νῦν ἔτ᾽ ἐν σαυτοῦ γενοῦ.
τί φῄς ; σιωπᾷς. οὐδὲν εἰμ᾽ ὁ δύσμορος.
ὦ σχῆμα πέτρας δίπυλον, αὖθις αὖ πάλιν
εἴσειμι πρὸς σὲ ψιλός, οὐκ ἔχων τροφήν.

ἀλλ' ἀνανδώσας τῶδ' ἐν αὐλίῳ μόνος,
οὗ πτηνὸν ὄρνιν, οὐδὲ θὴρ' ὑρίβατην
τόξοις ἐναίρων τοῖσδ', ἀλλ' αὐτὸς τάλας
θανὼν παρεῖχε δαῖθ' ὑφ' ὧν ἐφερβόμην,
καί μ' ᾧς ἴθηρεν πρόσθε θηράσκων ποτὲ
φόνον φόνου ὁ μίσον τῶνα τάλας
πρὸς τοῦ δουσίντος οὐδὲν εἶἶναι ἐπεῖν.
ὅλοιο μή τω, πρὶν μάθοιμ' εἶ καὶ πάλιν
γνώμην μετοίσεις· εἶ δὲ μή, θάνοις κακῶς.

SOPHOCLES—*Philoctetes*, 927–962.

(b.) ΠΥ. ἔγνωξ' ἄκουσον δ' ὡς καλῶς βουλεύομαι.
εἶ μὲν γὰρ ὡς γυναῖκα φαιροστράτησφ'
ξίφος μεθήσω, δυσκλεῆς ἂν ἦ φόνου
νῦν δ' ὑπὲρ ἁπάντης Ἑλλάδος δώσει δίκην,
ὧν πατέρας ἔστιν οὕς τ' ἀπώλεσεν τέκνα,
νύμφας τ' ἴθηκεν ὀρφανοὺς ξυναόρων.
ὁλολυγμὸς ἔσται, πῦρ τ' ἀνάψουσιν θεοῖς,
σοὶ πολλὰ κἀμοὶ κέδν' ἀρώμενοι τυχεῖν,
κακῆς γυναικὸς οὕνεχ' αἷμ' ἐπράξαμεν.
ὁ μητροφόντης δ' οὐ καλεῖ ταύτην κτανών,
ἀλλ' ἀπολιπὼν τοῦτ' ἐπὶ τὸ βέλτιον πεσεῖ,
Ἑλένης λεγόμενος τῆς πολυκτόνου φονεύς,
οὐ δεῖ ποτ' οὐ δεῖ Μενέλεων μὲν εὐτυχεῖν,
τὸν σὸν δὲ πατέρα καὶ σὲ κἀδελφὴν θανεῖν,
μητέρα τ', ἐῶ τοῦτ', οὐ γὰρ εὐπρεπὲς λέγειν,
δόμους τ' ἔχειν Ἁγαμέμνονος σὸν
λαβόντα νύμφην· μὴ γὰρ οὖν ζώην ἔτι,
εἶ μὴ 'π' ἐκείνη φάργανον σπάσω μέλαν.
ἢν δ' οὖν τὸν Ἑλένης μὴ κατάσχωμεν φόνον,
πρήσαντες οἴκους τοῦδε κατθανούμεθα.
[ἑνὸς γὰρ οὐ σφαλέντος ἢξομεν κλέος,
καλῶς θανόντες ἢ καλῶς σεσωσμένοι.]

ΧΟ. πάσαις γυναιξὶν ἄξια στυγεῖν ἔφυ
ἡ Τυνδαρὶς παῖς, ἢ κατῄσχυνεν γένος.

ΟΡ. φεῦ·
οὐκ ἔστιν οὐδὲν κρεῖσσον ἢ φίλος σαφής,
οὐ πλοῦτος, οὐ τυραννίς· ἀλόγιστον δέ τι
τὸ πλῆθος ἀντάλλαγμα γενναίου φίλου.
σὺ γὰρ τά τ' εἰς Αἴγισθον ἔξηὗρες αὐτὸ
καὶ πλησίον παρῆσθα κυνδύνων ἐμοί,
νῦν τ' αὖ δίδως μοι πολεμίων τιμωρίαν
κοὐκ ἐκποδὼν εἶ. παύσομαι γ' αἰνῶν, ἐπεὶ
βάρος τι κἂν τῷδ' ἐστιν, αἰνεῖσθαι λίαν.

EURIPIDES—*Orestes*, 1131–1162.

(c.) Write out in full the tenses to which the following words, taken
from the above passages, respectively belong:—ἐφερβόμην—ἀπώλεσ-
ανανδώσας—μεθήσω—καλεῖ—παρῆσθα.

JUNIOR LITERARY SCHOLARSHIP.

FRENCH.—*Examiner*, Professor Geisler, PH.D.

1. Translate into French:

Tom Jones, when very young, had presented Sophia with a little bird, which he had taken from the nest, had reared up and taught to sing. Of this bird, Sophia, then about thirteen years old, was so extremely fond that her chief business was to feed and tend it and her chief pleasure to play with it. By these means Tommy (for so the bird was called) was become so tame that it would fond out of the hand of its mistress, would perch upon her finger and lie contented in her bosom, when it seemed sensible of its own happiness, though she always kept a small string about its leg nor would ever trust it with the liberty of flying away.

One day, when Mr. Allworthy and his whole family dined at Mr. Western's, Master Blifil, being in the garden with little Sophia, and observing the extreme fondness that she showed for her little bird, desired her to trust it for a moment in his hands. Sophia presently complied with the young gentleman's request and after some previous caution delivered him her bird, of which he was no sooner in possession than he slipped the string from its leg and tossed it into the air.

Fielding.

Translate into English:

Eh bien ! retranche-toi dans ce monde sublime,
Dont l'admiration t'a faite la victime !
Pour ne pas laisser prise à de lâches regrets,
Elève ta pensée à tes hauts objets,
Vois quelle majesté sous ces voûtes rôside !
C'est ici que le sort des peuples se décide.

Ses revers au début ne m'inquiètent pas :
Elle est comme un cheval qui choppe aux premiers pas,
Mais dont l'emportement, croissant dans la carrière,
Ne connaît bientôt plus ni fossé ni barrière.

Adieu donc, Roman évenou !
Dans un rayon du soir beau rêve épanoui !
C'est un feu qui s'adresse aux passions en flamme.
Songez qu'en est encore en faes d'ennemis
Qu'on a pu foudroyer, mais qu'on n'a pas soumis :
Songez que les vainqueurs, surpris de leur victoire,
Ont peur des trahisons et se hâtent d'y croire ;
Et quand un feu n'attaque aux nœuds les mieux fasés,
Et les jette en pâture aux soupçons affamés,
Jugez, si sa folie, autrefois pitoyable,
Par ces temps craneux n'est pas chose effroyable !
On l'a bah, flétri, bafoué, confondu ;
A chaque flétrissure un crime a répondu.
Vainement tes scatflots sont tombés sur ta joue ;
Le crime alcût croissant ; le sang lavait la boue.
Ceux qui l'ont offensé sont tous morts ou proscrits,
Et l'épouvante enfin l'a sauvé du mépris.

of Queen's College, Galway. 59

*Appendix,
No. 2.
Scholarship
Examina-
tion.*

L'un fougueux se repose après avoir vaincu ;
L'autre avance toujours, tenace et convaincu,
Et succédant aux chefs qui meinent sa carrière,
De la dernière place il passe à la première.
Laborieux rhéteur, son travail incessant,
D'un effort achevé cherche un génie absent,
Et tandisque Danton, amoureux du caprice,
Abandonne sa verve à l'heure inspiratrice,
Lui fatigue sa plume à polir, jour et nuit,
De creux discours enflés de mots qui font du bruit.

La médiocrité l'emportera, dit-on.

Un visage livide et crispé par la fièvre,
Le sarcasme fixé dans un coin de la lèvre,
Des yeux clairs et perçants, mais blessés par le jour,
Un cercle maladif qui creuse leur contour,
Un regard effronté qui provoque et défie,
L'horreur des gens de bien, dont il se glorifie,
Le pas brusque et coupé du pâle soldent,
Tel on peint le meurtre—et on voit Marat.

SCIENCE SCHOLARSHIP—FIRST YEAR.

Professor Allman, LL.D.

1. Given the method of reducing a vulgar to an equivalent decimal fraction. Show that certain vulgar fractions can be expressed accurately as decimal fractions. Prove that when the decimal does not terminate it must recur.

2. The polar diameter of the earth is 7899·114 miles, and its ratio to the equatorial diameter is $\frac{398\cdot33}{299\cdot33}$; determine the latter, omitting fractions of a mile.

3. Extract the square roots of 51825601 and ·013689. Find the value of $\sqrt{2 - \sqrt{2}}$ to six places of decimals.

4. Simplify $\dfrac{1 - \frac{1}{3} + \frac{1}{5} - \frac{2}{7}}{1 + \frac{1}{3} - \frac{1}{5} - \frac{1}{7}}$ of $2\frac{4}{13}$; and $\dfrac{4 \cdot \frac{1}{2} + \frac{3}{5}}{7 \cdot 375 + \frac{2}{5} - \frac{1}{6}}$.

Professor Curtis, LL.D.

5. Reduce to the same denominator $\frac{7}{10}$, $\frac{5}{13}$, $\frac{3}{8}$, $\frac{4}{9}$, and express their sum as that of an integer and a decimal.

6. A train travels a distance of 210 miles in 7 hours, 48 minutes; calculate the rate of travelling per hour.

7. If £25 15s. be the premium on a policy amounting to £870, what is the rate per cent. ?

8. One pound troy of standard silver is coined into 66 shillings ; calculate the weight *avoirdupoise* of £145 17s. 6d. in silver, remembering that 175 lbs. troy is equivalent to 144 lbs. avoirdupoise.

Professor Allman, LL.D.

1. Resolve $a^6 - b^6 - 2b^2a^2b^2 - 2a^3b^3$ into two factors; and show that $(x + y)^7 - x^7 - y^7$ is divisible by $xy(x^2 + xy + y^2)^2$.

2. Solve the following equations:—

$$\frac{3x + 7}{x - 1} \cdot \frac{x - 6}{x - 9} = 1 \; ; \; \sqrt{x + \frac{8}{3}} + \sqrt{3x + \frac{4}{3}} = \sqrt{12x - 3}.$$

3. Prove that the rectangle under the sides of a triangle is greater than the rectangle under the segments of the base made by the bisector of the internal vertical angle by the square on this bisector. State and prove the analogous theorem for the bisector of the external vertical angle.

4. Two tangents are drawn to a circle and the points of contact joined; prove that, if perpendiculars be drawn from any point of the circle on the tangents and the chord, the rectangle under the two former perpendiculars is equal to the square of the latter.

5. Prove the formulae :—

$$\tan A + \cot A = 2 \operatorname{cosec} 2A \; ; \; \cos 3A = 4 \cos^3 A - 3 \cos A.$$

If $\dfrac{\sin(\beta-a)}{\sin(\beta-\beta)} = \dfrac{a}{b}$, $\dfrac{\cos(\theta-a)}{\cos(\theta-\beta)} = \dfrac{a'}{b'}$, prove that $\cos(a-\beta) = \dfrac{aa'+bb'}{ab'+a'b}$.

6. The sides of a triangle being a, b, c, and θ, ϕ, ψ being angles determined by the equations

$$\cos\theta = \frac{a}{b+c}\cos\phi = \frac{b}{c+a}, \cos\psi = \frac{c}{a+b},$$

prove that $\tan\dfrac{\theta}{2}\tan\dfrac{A}{2}\tan\dfrac{\psi}{2} = \tan\dfrac{A}{2}\tan\dfrac{B}{2}\tan\dfrac{C}{2}$,

and $\tan^2\dfrac{\theta}{2} + \tan^2\dfrac{\phi}{2} + \tan^2\dfrac{\psi}{2} = 1.$

7. Show that $7\log 1\frac{1}{5} + 6\log\frac{2}{3} + 5\log\frac{3}{4} + 2\log\frac{6}{5} = \log 3.$

Professor Curtis, LL.D.

8. If the arithmetical mean between two numbers be equal to double their geometrical mean, prove that their ratio is that of $2 + \sqrt{3} : 2 - \sqrt{3}$.

9. Solve the equation $x^3 - 1 = 0$.

10. If $\tan A + 2\cot 2A = \sin A\left(1 + \tan A \tan\dfrac{A}{4}\right)$, prove that $A = \dfrac{2i+1}{4}\pi$, i being any integer.

11. If from any point within a triangle perpendiculars, p_1 p_2 p_3 be let fall on the sides a, b, c, respectively, prove that—

$$\frac{(p_1\sin A + p_2\sin B + p_3\sin C)^2}{2\sin A \sin B \sin C}$$ is the area of the triangle.

12. If a, b, c be the three chords of three arcs of the same circle, their sum being equal to half the circumference, prove that x, the diameter of the circle, may be found from the equation $x^2 - (a^2 + b^2 + c^2)x - 2abc = 0$.

13. Prove that—

$$\operatorname{cosec} A + \operatorname{cosec} 2A + \&c. \text{ to } n \text{ terms} = \cot\frac{A}{2} - \cot 2^{n-1}A.$$

14. In a triangle given the vertical angle, and the two lines drawn from the extremities of the base to the middle points of the opposite sides, construct the triangle.

SECOND YEAR.

Professor Allman, LL.D.

1. Prove that the six centres of similitude of three circles taken two by two lie three by three on four straight lines.

2. Investigate expressions for the radii of the four circles which touch the sides of a triangle in terms of the sides.

3. Eliminate ϕ between the equations—

$$x = 2\cos\phi + \cos 2\phi, \; y = 2\sin\phi + \sin 2\phi.$$

4. Prove that the area of a spherical triangle is proportional to the excess of the three angles over two right angles.

5. Draw a straight line perpendicular to a given plane from a given point without it.

6. In a spherical triangle, prove the formulæ :—

$$\sin\tfrac{1}{2}(A + B) = \cos\tfrac{1}{2}C \cdot \frac{\cos\tfrac{1}{2}(a - b)}{\cos\tfrac{1}{2}c} ; \quad \cos\tfrac{1}{2}(A + B) = \sin\tfrac{1}{2}C \cdot \frac{\cos\tfrac{1}{2}(a + b)}{\cos\tfrac{1}{2}c}.$$

7. Find the sum of the series $1.2 + 2.3 + 3.4 + \&c. + n.(n + 1)$.

8. Solve the following equations:—

$x^3 - 9x^2 + 23x - 15 = 0$, in which the roots are in arithmetic progression;

$x^4 - 8x^3 + 23x^2 - 28x + 12 = 0$, which has two equal roots.

9. Prove that an equation of an odd degree has at least one real root.

10. Find the tangent of the angle between the lines, whose equations are $2x + 3y + 4 = 0$, $3x + 4y + 5 = 0$.

11. Find the co-ordinates of the centre and the radius of the circle $x^2 + y^2 - 6x - 2y + 8 = 0$.

12. Find the equation of the bisector of the angle between the lines $Ax + By + C = 0$, $A'x + B'y + C' = 0$.

SECOND YEAR'S MEDICAL SCHOLARSHIPS.

Examiner, Professor Curtis, LL.D.

1. What weight will be supported by a power of 100lbs. applied to a system of *Burton's* of the first kind weighing respectively 4, 6, 4, and 10 lbs.—

    (a.) In the *most* advantageous arrangement ?

    (b.) In the *least* advantageous arrangement ?

2. Weights proportional to the numbers 4, 5, 6, are placed at the corners A, B, C, respectively of a triangle. If the perpendicular distance of C from the sides AB is 12 inches, find the distance of the centre of gravity of the three weights from AB.

3. Describe the experiment of Pascal's vases, for illustrating the pressure of liquids on the bottom of the containing vessels.

4. A vessel containing a liquid whose specific gravity is 1·25, is placed in one scale-pan of a balance, and a counterpoise in the other ; a solid copper sphere whose radius is one inch, and specific gravity is 8·788, is attached to a string, which is held in the hand, and the sphere is then lowered into the liquid so as to be completely covered ; calculate the additional counterpoise which must be placed in the other scale-pan to restore equilibrium, and the tension on the string.

5. How do you reduce differences of temperature from the centigrade to the Fahrenheit scale, and how do you reduce temperatures themselves from the former scale to the latter ?

6. Account for the deposition of dew, and explain how this is favoured by a *slight* motion of the atmosphere.

7. What appearance is presented by causing a gas jet to be set vibrating by communication with the nodal point of an organ pipe supplied with an elastic membrane, the flame being viewed in a revolving mirror ?

8. What is meant by magnetic induction ? Give an instance of its propagation through a series of bodies.

9. How would you successively charge a double gold-leaf electroscope with positive and negative electricity by means of a negatively charged body ?

10. What is the object of amalgamating the zinc in a galvanic cell ?

BOTANY.

1. Describe the forms of vessels in plants.
2. Describe the structure of the ovule, and mention its principal forms and their characteristics.
3. Give an account of the principal forms of definite inflorescence.
4. Contrast the fruits of the strawberry, raspberry, and rose.
5. State the characters of the natural orders—Labiates, Gramineæ.

ZOOLOGY.

1. State the characteristics of the reptile.
2. What are the distinctive characteristics of the cyclostome and ganoid fishes?
3. Describe the leading modifications of the skeleton of the foot in birds.
4. Mention the main sub-divisions of the Ungulata, and their principal characteristics.
5. State the characteristics of the Quadrumana; also the distinctive characters of the sub-orders, and their distribution.

BOTANY.

1. Describe the phenomena of reproduction in algæ.
2. Describe the functions of nutrition in plants.
3. Mention the causes which are supposed to lead to deviations from the structure of the normal or typical flower. Give examples.
4. Distinguish accurately between tuber, rhizoma, cormus, bulbus; and give examples.
5. Describe the structures of the stem in ferns and phænerogamous plants, stating the forms of the woody bundles in each great group, and their mode of origin and growth.

ZOOLOGY.

1. Give an account of the organization and development of the *Echinodermata*.
2. Describe the structure and phases of development of a *Tænia*.
3. Give an account of the organization of the *Cephalopoda*.
4. Describe the specialties of the organization of the *Ganoid* fishes, and state the characters of the families.
5. Do. of the *Cetacea*.

CHEMISTRY.

1. What compounds are obtained when chlorine gas is passed into a solution of caustic potash.
2. State the action that takes place when sulphur dioxide is passed into a solution of a ferric salt.
3. Give an explanation of the terms element and compound radical.
4. Give the composition and properties of water.
5. Describe the method of preparing nitric acid, its properties and uses.
6. What is meant by substitution? Give some examples.
7. What is meant by capillary attraction?
8. Give the method of preparing calomel.
9. How is carbon monoxide prepared? Give its composition and properties.
10. What is meant by chemical affinity.

11. What is the composition of alcohol, and what acid is formed by its oxidation.

13. What is the nature of ozone?

PRACTICAL ANATOMY.

1. Describe the carpo-metacarpal articular surfaces, and the tarso-metatarsal articular surfaces, pointing out the correspondences of the one set of articulations with the other.

2. Describe the articulations of the sphenoid with other bones, and the appearance of each articular edge or surface.

3. Describe the special characters of the first, second, eleventh, and twelfth ribs.

4. Describe the structure of the temporo-maxillary articulation, and the movements which take place at that joint.

5. Describe the attachments, course and muscular relations of each of the three extensor muscles of the thumb.

6. Describe the appearance, structure, attachments, and uses of the soleus muscle.

PHYSIOLOGY.

1. Describe the structure, growth, and chemical characters of true cartilage, and the peculiarities of the articular variety.

2. Describe the details of the process of secretion. The salivary glands may be taken as an example.

3. Describe the microscopic structure of the true skin or corium.

4. Describe the structure and mode of action of the pyloric valve.

5. Describe the structure and action of the malpighian corpuscles of the kidney.

THIRD YEAR SCHOLARSHIPS.

PHYSIOLOGY.

1. Describe the microscopic structure of villus, and the processes which take place in it when it absorbs matters from the contents of the intestine.

2. Describe the characters and use of the pancreatic juice.

3. Describe the degree of rapidity with which the blood flows in different sets of vessels.

4. Describe the microscopic structure of the substance of the lung.

5. Describe the evidence which points out that part of the urea of the urine pre-exists in the blood, and part is manufactured on the kidneys.

PRACTICAL ANATOMY.

1. Describe the structure and mechanism of the sacro-iliac articulation, pointing out how the weight of the body is conducted through it.

2. Suppose the trunk to be over-extended, the head thrown back as far as possible, while the balance on the feet is still preserved ; describe the parts taken by the various muscles brought into play in resuming the erect posture.

3. Describe the base of the brain in front of the pons varoli, and also the bloodvessels on its surface.

4. Describe the position, size, appearance, consistence, and also the peritoneal and vascular connexions of the spleen.

5. State the points of origin of each of the following arteries :—The facial, the ophthalmic, the external mammary, the superficial volar, the spermatic, the deep and superficial epigastric, and the peroneal.

FOURTH YEAR SCHOLARSHIPS.

PHYSIOLOGY.

1. Describe the constituents of the bile, and what becomes of them after entering the intestine.

2. Describe the mechanism by which the vocal cords change their position in vocalization, and that by which the pitch of the voice is varied.

3. Give an account of the experimental and other evidence as to the relations of the heart's action to the nervous system.

4. Describe the canalis cochleæ, mentioning how it was developed.

5. Describe the history of the human ovum from its earliest appearance till it quits the ovary.

SURGERY.

1. What are the diseases to which the hip joint is subject? Give the symptoms by which you discover each of them, and the pathological changes which take place in the structures composing the joint in each case.

2. What are the symptoms of scrofulous disease of the wrist joint? What course would you adopt for its treatment?

3. What are the causes which produce aneurysm? State the different varieties of the disease.

4. Give the different treatments proposed for the cure of aneurysm, and by whom employed.

MEDICAL JURISPRUDENCE.

1. Describe the process of M. Stas for separating the alkaloids from organic mixtures.

2. Contrast vital and post-mortem burns.

3. What proceedings would you adopt in order to identify a suspected blood-stain on a piece of cloth?

4. Mention the symptoms caused by the prolonged administration of arsenious acid in moderate doses.

With what diseases might they be confounded?

5. What are the differential tests of arsenical and antimonial stains obtained by Marsh's process?

6. Name the tests for hydrocyanic acid.

7. State the chief rules that regulate the reception of the evidence of a skilled witness in a Law Court.

LAW SCHOLARSHIP—FIRST YEAR.

JURISPRUDENCE.

1. Enumerate and explain the several sources from which the additions to the system of Roman law, as laid down in the Twelve Tables, were from time to time derived till the time of Justinian.

2. What were the political and what the civil rights involved in the Roman notion of citizenship? Explain the nature of these several rights, and point out how they were gradually extended to Peregrini.

3. What, in Roman law, is the meaning of "obligation"? Explain the nature of obligation *ex contractu*, *quasi ex contractu*, *ex delicto*, and *quasi ex delicto*, respectively, and give illustrations of each.

4. Explain the nature of an action in Roman law under the system of the formula, and point out the several stages in its conduct.

5. " The idea of law itself is posterior in date to that of judicial decision." Explain and illustrate.

6. Give illustrations of the levelling tendency of Roman and English equity, respectively.

7. What was the nature of the *aquatic* relationship, and how do you account for its arbitrary inclusion and exclusion?

8. "Ancient law is suggestive of the distance which separates the crude form of contract from its maturity." Explain and illustrate.

9. What is Austin's definition of a right? What, according to Mill, is the element left out in this definition? Supply the missing element, and give an adequate definition of a right.

10. In what different senses is the phrase "written law" employed? What is "unwritten law"?

SECOND YEAR.

JURISPRUDENCE AND CIVIL LAW.

1. " In consequence of the frequent coincidence of positive law and morality, and of positive law and the law of God, the true nature and fountain of positive law is often absurdly mistaken by writers on jurisprudence." Explain and illustrate.

2. "Speaking accurately the members of the Commons' House are merely trustees for the body by which they are elected and appointed; and consequently the sovereignty always resides in the King and the Peers, with the electoral body of the Commons." Explain and point out how the supposition that the powers of the Commons are absolutely delegated to the members of the House of Commons has arisen.

3. What different definitions of " person " have been given? Say which you consider accurate, and for what reasons.

4. How does Maine account for " equity " losing its elasticity?

5. " I do not know how the operation and nature of the ancient *patria potestas* can be brought so vividly before the mind as by reflecting on the prerogatives attached to the husband by the *pure* English Common Law, and by recalling the vigorous consistency with which the view of a complete legal subjection on the part of the wife is carried by it, when it is untrammeled by equity or statutes through every department of rights, duties, and remedies." Explain and illustrate.

6. Distinguish between "contract" and "obligation." What is the source of obligation?

7. What conditions were necessary to the validity of a Roman marriage?

8. What were the *natural* modes of acquiring property, and what the *civil*? Give illustrations.

9. What were the different kinds of peculium which a *filius-familias* might have, and what were the respective rights of him and his paterfamilias in the same?

10. What were the chief restrictions which gradually grew up in Roman law on the right of free testation confirmed by the Twelve Tables?

E

THIRD YEAR.

JURISPRUDENCE AND CIVIL LAW.

1. How does Maine account for equity losing its elasticity?

2. How does Austin show that customary law does not rest *consensu utentium*?

3. What is Blackstone's view of the origin of political society? and what is the fallacy therein?

4. Distinguish between contract and obligation. What is the source of obligation in respect of its binding character?

5. What is, and what is the value of, Austin's definition of civil liberty, and contrast it with the definition of "freedom" given in Justinian's Institutes?

6. In what respects does the contract of sale differ in Roman and English law?

7. What was the contract or quasi contract *indebiti solutio*? and what were the respective conditions on the part of plaintiff and defendant necessary to the successful production or defence of an action on this contract or quasi contract?

8. "The movement of the progressive societies has been uniform in one respect . . . The individual is steadily substituted for the family, as the unit of which civil laws take account." Explain, account for, and illustrate.

9. What are the differences between the early and modern conceptions of a will? Trace the history of, and account for the differences.

10. What were the principal provisions of the *Lex Aquilia*?

ENGINEERING SCHOLARSHIP—FIRST YEAR.

Examiner, Professor C. J. Allbon, LL.D.

1. Find the value of $1 + \frac{1}{1} + \frac{1}{1 \cdot 2} + \frac{1}{1 \cdot 2 \cdot 3} + \&c.$, to seven places of decimals.

2. Show that $\sqrt{2}$ lies between $\frac{1393}{985}$ and $\frac{3363}{2378}$.

3. Prove that

$$(ay - bx)^2 + (bz - cy)^2 + (cx - az)^2 \cdot m (a^2 + b^2 + c^2) (x^2 + y^2 + z^2) - (ax + by + cz)^2.$$

4. Given the sum and the sum of squares of three quantities in geometrical progression : find them.

5. Solve the equations :—

$$\frac{l}{x-a} + \frac{m}{x-b} + \frac{n}{x-c} = 0 \; ; \quad \sqrt{2x+7} + \sqrt{x-18} = \sqrt{7x+1}.$$

6. Construct a rectineal figure, which shall be similar to one and equal to another given rectilineal figure.

7. Find the locus of a point, such that if tangents are drawn from it to two given circles they shall be equal.

8. Given base of a triangle, the difference of the base angles, and the sum, or the difference, of the sides : construct it.

9. Express the tangent of half an angle of a triangle in terms of the sides.

10. Express in terms of the sides of a triangle the radius of the circumscribed circle, and the radii of the four circles which touch the sides of the triangle.

THIRD YEAR.

MATHEMATICAL PHYSICS.—*Examiner,* Professor OURTIS, LL.D.

1. A man, whose weight is 12 stone, stands on a board supported by a Smeaton's block containing 3 moveable pulleys, the free extremity of the cord employed being held by the man; determine the tension on the cord, and the pressure on the Board.

2. A heavy body is projected from a given point with a velocity of given magnitude; find the direction of projection, which will give the maximum range on a line passing through the initial point.

3. A triangular area is immersed in a homogeneous liquid, the base being situated in the surface; prove that the centre of pressure bisects the line joining the vertex to the middle point of base.

4. Deduce the expression for the magnifying power of a convex lens relatively to a person, whose distance of distinct vision is given, and prove that such a lens is more efficient in the case of a long-sighted than of a short-sighted person.

5. How may the periodic time of a planet be found—

    (a.) If the planet be *superior*?

    (b.) If the planet be *inferior*?

EXPERIMENTAL PHYSICS.

6. A solid cube, a side of which, at the standard temperature, is 2 inches, and whose coefficient of linear expansion is ·0011094, weighs 33·36 oz. in air, and 28·59 oz. in water, the temperature of both the cube and the water being 10° above the standard one, and the coefficient of cubical expansion of water being ·00025 : calculate the true specific gravity of the material of the cube.

7. Prove that in Dulong and Petit's experiment, employed to determine the absolute expansion of mercury by heat, and based on a hydrostatical principle, the mercury is not, according to strict theory, in equilibrium; and describe exactly what motions should result, and how they are destroyed.

8. Write down the ratios which correspond to the intervals between successive notes in ascending the ordinary untempered major scale. What is meant by a tempered scale? and what is equal temperament?

9. A set of 36 exactly similar galvanic cells being given, the internal resistance of each of which is to the total external resistance as 2 : 3 ; examine all the different ways in which they may be connected, and determine the intensity of the current in each arrangement.

10. Give a brief account of Gauss' bifilar magnetometer, and explain its use.

SENIOR LITERARY SCHOLARSHIP.

GERMAN.—*Examiner,* Professor GEISLER, PH.D.

Translate into English:—

1. Dies Manifest erklärt ihn in die Acht,
    Spricht los das Heer von des Gehorsam's Pflichten,
    Und alle Gutgesinnten ruft es auf,
    Sich unter meiner Führung zu versammeln.

E 2

O der unbeugsam, unbeständig Mann!
Was hab' ich nicht getragen und gelitten
In dieser Ehe unglückvollem Bund!
Denn gleich wie an ein furchig Rad gefesselt,
Das rastlos eilend, ewig, heftig treibt,
Bracht' ich ein angstvoll Leben mit ihm zu,
Und stets an eines Abgrunds jähem Raude
Starndwärmend, schwindelnd, riss es mich dahin.

Weh mir! Ich habe die Natur verändert.
Wie kommt der Argwohn in die freie Seele?
Vertrauen, Glaube, Hoffnung ist dahin,
Denn Alles log mir, was ich hochgeaehtet.

Warum die Weigerung
Mit dieser kränkenden Verachtung schärfen
Den alten Mann, den treu bewährten Diener
In seinem schwarzen Hohn zermalmend niederschlagen,
An seiner Herkunft Schmach so rauh ihn mahnen,
Weil er in schwacher Stunde sich vergass!

Des Menschen Thaten und Gedanken, wisst,
Sind nicht, wie Meeres blind bewegte Wellen.
Die innere Welt, sein Mikrokosmus, ist
Der tiefe Schacht, aus dem sie ewig quellen.

Sie sind nothwendig, wie des Baumes Frucht,
Sie kann der Zufall gaukelnd nicht verwandeln.
Hab' ich des Menschen Kern erst untersucht,
So weiss ich auch sein Wollen und sein Handeln.

Warst Du ein Andrer, als Du vor acht Jahren
Mit Feuer und Schwert durch Deutschlands Kreise zogst,
Die Geissel schwangest über alle Länder,
Hohn sprachest allen Ordnungen des Reichs,
Der Stärke fürchterliches Recht nur übtest,
Und jede Landeshoheit niedertratst,
Um Deines Sultan's Herrschaft auszubreiten?

Wallenstein's Tod, by SCHILLER.

2. Als ältester Enkel und Pathe hatte ich mit meiner Kindheit jeden
Sonntag bei den Grosseltern gespeist: es waren meine vergnügtesten
Stunden der ganzen Woche. Aber nun wollte mir kein Bissen mehr
schmecken; denn ich musste meinen Helden auf's gräuliehste verkümmern-
den hören Hier weilte am andern Wind, hier klang ein anderer Ton als
zu Hause. Die Neigung, ja die Verehrung für meine Grosseltern nahm
ab. Bei den Eltern durfte ich nichts davon erwähnen; ich unterliess
es aus eigenem Gefühl und auch weil die Mutter mich gewarnt hatte.
Dadurch war ich auf mich selbst zurück gewiesen, und wie mir in
meinem sechsten Jahre, nach dem Erdbeben von Lissabon, die Güte
Gottes einigermaassen verdächtig geworden war, so fing ich nun wegen
Friedrichs des Zweiten, die Gerechtigkeit der Publikum's zu bezweifeln
an. Mein Gemüth war von Natur zur Ehrerbietung geneigt, und es
gehörte eine grosse Erschütterung dazu, um meinen Glauben an irgend
ein Ehrwürdiges wanken zu machen. Leider hatte man uns die guten
Sitten, ein anständiges Betragen, nicht um ihrer selbst willen, sondern um
der Leute willen anempfohlen; was die Leute sagen würden, hiess es
immer, und ich dachte, die Leute müssten auch rechte Leute sein,
würden auch alles und jedes zu schätzen wissen.

Wahrheit und Dichtung, by GOETHE.

Translate into German :—

Essex was convicted. Bacon made no effort to save him, though the Queen's feelings were such that he might have pleaded his benefactor's cause, possibly with success, certainly without any serious danger to himself. The unhappy nobleman was executed. His fate excited strong, perhaps unreasonable feelings of compassion and indignation. The Queen was received by the citizens of London with gloomy looks and faint acclamations. She thought it expedient to publish a vindication of her late proceedings. The faithless friend who had assisted in taking the Earl's life was now employed to murder the Earl's fame. The Queen had seen some of Bacon's writings, and had been pleased with them. He was accordingly selected to write " A Declaration of the Practices and Treasons attempted and committed by Robert, Earl of Essex," which was printed by authority. In the succeeding reign Bacon had not a word to say in defence of this performance, abounding in expressions which no generous enemy would have employed respecting a man who had so dearly expiated his offences. His only excuse was, that he wrote it by command ; that he considered himself as a mere secretary ; that he had particular instructions as to the way in which he was to treat every part of the subject, and that, in fact, he had furnished only the arrangement and the style.—MACAULAY.

LITERARY QUESTIONS.

1. Assign some reasons for the immense popularity of Schiller, and show in what respective departments of literature he is inferior or superior to Goethe.

2. Point out some general results of the critical labours of Lessing and Herder, and show how far they have contributed to bring about the classical period of German literature.

3. Give a short sketch of the origin, influence, and decay of the Romantic school. Write especially notes on its most distinguished lyrical poet, dramatist, and prose writer.

4. Name the members of the Göttingen "Dichterbund," and state what bound them together, and what different directions some of them ultimately followed.

5. What is understood by the "Sturm-und Drang periode"?

FRENCH.

1. Translate into French :—

I shall rejoice to hear that you are well. As to my own health, it is as much as usual ; or rather, I think, somewhat worse. I have frequently called at your door, and am much surprised to find that you have not been in Rome since Cæsar left it. What is it that so strongly draws you from hence ! If any of your usual engagements of the literary kind renders you thus enamoured of solitude, I am so far from condemning your retirement that I think of it with pleasure. There is not any of life, indeed, that can be more agreeable, not only in times so disturbed as the present, but even in those of the most desirable calm and serenity ; especially to a mind like yours which may have occasion for repose from its public labours, and which is always capable of producing something that will afford both pleasure to others and honour to yourself. But if you have withdrawn from the world, in order to give a free vent to the

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tions.

tears which you so immoderately indulged when you were here, I shall lament, indeed, your grief; but (if you will allow me to speak the truth) I never can excuse it. For tell me, my friend, is it possible that a man of your uncommon discernment should not perceive what is obvious to all mankind? Is it possible you can be ignorant that your perpetual complaints and profit nothing, and only serve to increase those disquietudes which your good sense requires you to subdue? But if argument cannot prevail, entreaties perhaps may. Let me conjure you, then, by all the regard you bear me, to dispel the gloom that hangs upon your heart, to return to that society or those occupations which were either common to us both or peculiar to yourself. But though I would fain dissuade you from continuing your present way of life, I would by no means suffer my zeal to be troublesome. In this difficulty, therefore, of steering between these two inclinations, I will only add my request that you would either comply with my advice or excuse me for having offered it. Farewell.

2. Name the most celebrated comedies of Piron, Grasset, Régnard, Marivaux, Diderot, Beaumarchais, and show in what respects they are so peculiarly remarkable.

3. Give an account of the principal characters in Ponsard's "L'honneur et l'argent," and define Ponsard's position between the rival schools in modern literature.

4. Place in chronological order the chief comedies of Molière, and show to what extent they furnish us with a clue both to the events of his life and to the sources from which he drew some of his best inspirations.

5. Point out the manifold merits of the Fables of Lafontaine, that rendered them one of the most popular productions of French literature.

6. Account for the powerful influence which the works of Madame de Staël exercised on a deeper and vaster development of modern French literature.

7. Translate into English:

> Mon frère, ce discours sent le libertinage:
> Vous en êtes un peu dans votre âme entiché.—

> Qui n'adore pas de vaines simagrées
> N'a ni respect ni foi pour les choses sacrées.

> Votre honneur m'est cher et je ne puis souffrir
> Qu'aux brocards d'un chacun vous alliez vous offrir.

> Je dis qu'il en a l'onclure.—

> Je compatis point à qui dit des sornettes.—
> Mais quoi! si votre père est un bourru fieffé
> Qui s'est de son Tartufe entièrement coiffé,
> Et manque à l'union qu'il avait arrêtée
> La faute à votre sauait doit elle être imputée?

> Vous irez visiter, pour votre bienvenue,
> Madame la baillive et Madame l'élue
> Qui d'un siège pliant vous feront honorer.

> Le vouloir épargner est une raillerie,
> Et l'insolent orgueil de sa cagoterie
> N'a triomphé que trop de mon juste courroux.—

> Chaque instant de ma vie est chargé de souillures,
> Elle n'est qu'un amas de crimes et d'ordures.

Contre son insolence on ne doit point gauchir.

Et, pour sortir d'affaire, il faut que je l'assomme.

Je m'appelle Loyal, natif de Normandie
Et suis huissier à verge, en dépit de l'envie,

Et comme je vous traite avec grande indulgence,
Je vous conjure aussi, d'en user bien,

Et qu'au dû de ma charge on ne me trouble en rien.—

Délivrez-moi, Monsieur, de la crisillerie

Je suis tout ébaubie.—

Eh bien ! ne voilà pas de vos emportements !
Ah ! ah ! l'homme de bien, vous m'en voulez donner !
Comme aux tentations s'abandonne votre âme.—

Est-ce qu'un simple aveu d'un amoureux transport,
Il faut que notre honneur se gendarme si fort ?

De quelque grand forfait qu'on me puisse reprendre,
Je n'ai garde d'avoir l'orgueil de m'en défendre.

Sans aller plus avant, je vais vider l'affaire,
Et voici justement de quoi me satisfaire.

Le Tartuffe de Molière.

8. Pieces will be selected from "Le Théâtre Français," third series, to
form part of the oral examination, in which also grammatical and
philological questions will be set.

SENIOR SCHOLARSHIP.

MATHEMATICS.—*Examiner*, G. J. ALLMAN, LL.D.

1. Let a, b, c, ... k denote the roots of the equation $\phi(x)=0$, which
is of the nth degree, and is in its simplest form. Show that

$$\frac{a^{m}}{\phi'(a)} + \frac{b^{m}}{\phi'(b)} + \frac{c^{m}}{\phi'(c)} + \cdot\cdot\cdot\cdot\cdot + \frac{k^{m}}{\phi'(k)}$$

all the roots being unequal.

2. Given $y=x^{x}$. Expand $f(y)$ in ascending powers of x.

3. Of all triangular pyramids of given base and altitude, find that
which has the least surface.

4. Common tangent planes are drawn to the ellipsoids

$$\frac{x^2}{a^2} + \frac{y^2}{b^2} + \frac{z^2}{c^2} = 1, \quad \frac{x^2}{a'^2} + \frac{y^2}{b'^2} + \frac{z^2}{c'^2} = 1 ;$$

show that the perpendiculars upon them from the origin lie on the sur-
face of the cone $(a^2-a'^2)x^2 + (b^2-b'^2)y^2 + (c^2-c'^2)z^2 = 0$.

5. Find the conditions that the general equation of the second degree
should represent a surface of revolution.

6. Find the surface generated by a straight line which touches a
given *helix*.

7. Prove that the sum of the reciprocals of the radii of curvature of
two normal sections at right angles to each other is constant.

8. Determine the curve which is such, that for every point on it the
following relation holds $\frac{x^3}{y^3} + \frac{2\rho}{y}\left(\frac{S}{x} - \frac{N}{y}\right)$, in which N is the normal,
S the subnormal, and ρ the radius of curvature.

9. Integrate the differential equations :—

$$(y-x)(1+x^2)dy = (1+y^2)^2 dx \; ; \; x^2 \frac{d^2y}{dx^2} = y^2 \; ; \; x \frac{dy}{dx} - y = x^n.$$

10. Integrate the partial differential equations :—

$$(y-z)\frac{dz}{dx} = (x-z)\frac{dz}{dy} = x-y \; ; \; \frac{dz}{dx} + \frac{dz}{dy} = \frac{z}{a}.$$

NATURAL PHILOSOPHY.—*Examiner, Professor Curtis, LL.D.*

1. A given heavy beam is placed with one extremity on a given rough inclined plane, and resting on a rough peg at a given distance from the plane; the inclination of the beam to the horizon being given, determine where a given weight should be placed upon it in order that the beam should be on the point of slipping.

2. A given heavy beam of heterogeneous material rests on a rough peg, whose magnitude is negligible, and one extremity passes against a rough curve: the coefficient of friction, μ, being the same for the peg and curve, and the entire system being in a vertical plain, every position is one bordering on motion; prove that the equation of the curve is of the form $(1+\mu^2)x^2 = (b\pm e + \mu y)(x^2+y^2)^{\frac{1}{2}}$, where a and b are constants.

3. From the equation of *Vervial Velocities* deduce the six equations of equilibrium of a rigid body, and from them obtain the six equations of motion of such a body.

4. A particle describes an orbit round a centre of force. The centrifugal force is constant. Prove that the equation of the orbit is $r^2 = \frac{a}{p} + c$, and determine the polar equation of the orbit in the case in which c is Zero.

5. The time of a small vibration of a given rigid body round a line perpendicular to a plane, whose position in the body is known, being given; prove that the axis of suspension may be any axis of either of two cylinders. If these two cylinders coincide, what can be inferred regarding the period of vibration?

6. Prove that the *moment of inertia* of a triangular plate of homogeneous material and uniform thickness round any line is equal to the moment of inertia of three equal masses, each one-third of the mass of the plate, placed at the three middle points of the three bounding sides.

7. A paraboloid, with its axis vertical, and vertex downwards, floats in a liquid with half of its axis immersed in indifferent equilibrium, if h be the height of the paraboloid, and p the parameter of the generating parabola, prove that $\frac{h}{p} = \frac{3}{2}$.

8. If any two angles of a parallelogram, whether opposite or adjacent, be sunk in a homogeneous liquid to given depths, prove that the *Centre of Pressure* of the included area will always be on a straight line.

9. Prove that the *Caustic by reflexion* of the curve $r^{n} = a^{n}\cos n\theta$, the incident rays diverging from the origin, is the evolute of the curve $r^{\frac{n}{n+1}} = \left(\frac{a}{2a}\right)^{\frac{n}{n+1}} \cos\left(\frac{n\theta}{n+1}\right).$

10. Discuss the properties of Huygens' eye-piece.

11. Explain whence the *Equation of Time* arises, and prove that it vanishes four times in a year.

12. Prove that the time occupied by a comet in passing from any point in its orbit to any other, depends only on the distances of the two points from the sun and from each other.

SENIOR LAW SCHOLARSHIP.

JURISPRUDENCE AND CIVIL LAW, &c.

1. What is the difference between the early and mature conception of contract? Give illustrations.

2. Explain the nature of aequatic relationship, and point out its importance in early law.

3. "The idea of law itself is posterior in date to that of judicial decision." Explain and illustrate.

4. What, according to Austin, is the reason of the rule, that ignorance of law is no excuse?

5. How does Austin show that customary law does not rest *consensus utentium* ?

6. Give a summary of the different prevailing views as to the nature and legal incidents of "possession."

7. Explain fully the nature, the different kinds, and incidents of the contract of *Societas*.

8. What, if any, are the remedies in the following cases in Roman Law:—

(a.) A owes £100 to B, and by mistake pays it to C ;

(b.) A owes £100 to B, and gives it to C to pay to B, but C does not pay it to B ;

(c.) A, believing he owes money to B, pays it to him, and B receives it, knowing that it was not due ;

(d.) A, pretending that he owes money to B, pays it to him, and B retains it.

9. What were the nature and effects of the *Ourela inofficiori testamenti* ?

10. Distinguish between real and personal servitudes, and enumerate the different personal servitudes, and mention their principal incidents.

SESSIONAL EXAMINATIONS, 1872-73.

FIRST YEAR—PASS.

LATIN.—*Examiner*, Professor MAGUIRE, LL.D.

CAESAR—*De Bello Gallico.*

Translate:—

Haec civitas longe plurimum totius Galliae equitata valet magnaeque habet copias peditum, Rhenumque, ut supra demonstravimus, tangit. In ea civitate duo de principatu inter se contendebant, Indutiomarus et Cingetorix ; e quibus alter, simul atque de Caesaris legionumque adventu cognitum est, ad eum venit, se suosque omnes in officio futuros neque ab amicitia populi Romani defecturos confirmavit quaeque in Treveris gererentur ostendit. At Indutiomarus suptatuit pollicitamque copans usque, qui per aetatem in armis esse non poterant, in silvam Arduennam abditis, quae ingenti magnitudine per medios fines Treverorum a flumine Rheno ad initium Remorum pertinet, bellum parare instituit. Sed postea-quam nonnuli principes ex ea civitate et familiaritate Cingetorigis adducti et adventu nostri exercitu perterriti ad Caesarem venerunt et de suis privatim rebus ab eo petere coeperunt, quoniam civitati consulere non possent, veritus ne ab omnibus desereretur, Indutiomarus legatos

Appendix,
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Sectional
Examina-
tions.

ad Cæsarem mittit: Sese ideireo ab suis discedere atque ad eum venire noluisse, quo facilius civitatem in officio contineret, ne omnis nobilitatis discessu plebs propter imprudentiam laberetur: itaque esse civitatem in sua potestate, seque, si Cæsar permitteret, ad eum in castra venturum, suasque civitatisque fortunas eius fidei permissurum.

Write on the parsing of the *nomne* and verbe in the two first sentences, from "Haec" to "contulit."

CICERO.—*Ad Familiares.*

Translate—

Quæ gerantur accipies ex Pollione, qui omnibus negociis non interfuit solum, sed præfuit. Me in summo dolore, quem in tuis rebus capio, maxime solioet consolatur spes, quod valde suspicor fore ut infringatur hominum improbitas et consiliis tuorum amicorum et ipsa die, quæ debilitat cogitationes et inimicorum et proditorum tuorum. Facile secundo loco me consolatur recordatio meorum temporum, quorum imaginem video in rebus tuis. Etsi enim minore in re violatur tua dignitas quam mea adflicta est, tamen est tanta similitudo, ut sperem te mihi ignoscere, si ea non timuerim, quæ ne tu quidem umquam timenda duxisti. Sed præsta te eum, qui mihi a teneris, ut Græci dicant, unguiculis es cognitus. Illustrabit, mihi credo, tuam amplitudinem hominum iniuria. A me omnia summa in tua studia officiaque exspecta: non fallam opinionem tuam.

Hanc olim veteres vitam coluere Sabini,
Hanc Remus et frater; sic fortis Etruria crevit
Scilicet et rerum facta est pulcherrima Roma,
Septemque una sibi muro circumdedit arces.
Ante etiam sceptrum Dictæi regis, et ante
Impia quam cæsis gens est epulata invencis,
Aureus hanc vitam in terris Saturnus agebat;
Necdum etiam audierant inflari classica, necdum
Impositos duris crepitare incudibus enses.

Write notes on the following words :— *Eucolas, nutritor.*
Explain the following phrases and constructions :— *Vincere flammas;*
ut properata mulerent; *multa tibi pœnam præcepta referre ni refugis*
(l., 176).

Translate—

HORACE.—*Ars Poëtica,* 270–301.

At vestri proavi Plautinos et numeros et
Laudavere sales, nimium patienter utrumque,
Ne dicam stulte, miratti, si modo ego vos
Scimus inurbanum lepido seponere dicto,
Legitimumque sonum digitis callemus et aure.
Ignotum tragicæ genus invenisse Thespis
Dicitur et plaustris vexisse poëmata Thespis,
Quæ canerent agerentque peruncti fæcibus ora.
Post hunc personæ pallæque repertor honestæ
Æschylus et modicis instravit pulpita tignis,
Et docuit magnumque loqui nitique cothurno.
Successit vetus his comœdia, non sine multa
Laude ; sed in vitium libertas excidit et vim
Dignam lege regi ; lex est accepta, chorusque
Turpiter obticuit sublato iure nocendi.

Nil intentatam nostri liquere poetæ ;
Nec minimum meruere decus, vestigia Græca
Ausi deserere et celebrare domestica facta,
Vel qui prætextas vel qui docuere togatas.
Nec virtute foret clarisve potentius armis,
Quam lingua, Latium, si non offenderet unum-
quemque poëtarum limæ labor et mora.   Vos, o
Pompilius sanguis, carmen reprehendite, quod non
Multa dies et multa litura coërcuit atque
Perfectum decies non castigavit ad unguem.
Ingenium misera quia fortunatius arte
Credit et excludit sanos Helicone poëtas
Democritus, bona pars non unguos ponere curas,
Non barbam, secreta petit loca, balnea vitat.
Nanciscetur enim pretium nomenque poëtæ,
Si tribus Anticyris caput insanabile nunquam
Tonsori Licino commiserit.

In what way does *Tacitus* express "purposes"?—Quote. Notice any
peculiarities of Latin which occur in the *Ars.*

FIRST YEAR—PREMIUM.

LATIN.—*Examiner,* Professor MAGUIRE, LL.D.

Translate, adding brief explanations if you think necessary :—

(A.) TACITUS—*Annals,* xii., 36.

Obstupefecit ea alacritas ducem Romanum ; simul obiectus amnis,
additum vallum, non eludendæ molis loca, nihil nisi atrox et propugnatoribus
frequens terrebat.   Sed miles prœlium poscere, cuncta virtute expugna-
bilia clamitare : præfectique et tribuni paria dissererunt ardorem exercitus
intendebant.   Tum Ostorius, circumspectis, quæ impenetrabilia quæcue
pervia, ducit infensos amnesque haud difficulter evadit.   Ubi ventum
ad aggerem, dum missilibus certabatur, plus vulnerum in nos et plerœeque
cædes oriebantur : postquam ficta testudine nudos et informes saxorum
compages abrumpere parabat communis acies, decedere barbari in iuga
montium.   Sed eo quoque impere ferentarius gravisque miles, illi telis
adsultantes, hi conferto gradu, turbatis contra Britannorum ordinibus,
apud quos nulla loricarum galearumve tegmina ; et si auxiliaribus resis-
terent, gladiis ac pilis legionariorum, si hue verterent, spathis et hastis
auxiliarium sternebantur.   Clara ea victoria fuit, captæque uxor et filia
Caractaci fratresque in deditionem accepti.

(B.) OVID—*Metamorphoses,* xiii., 298-305.

Postulat, ut cuique, quos non intelligit, arma.
Quid quod uno, duri fugientem matura belli,
Arguit inoceptio sarum accessisse labori,
Nec se magnanimo maledicere ausit Achilli !
Si simulasse vocas crimen, simulavimus ambo.
Si mora pœ culpa est, ego sum maturior illo.
Me pia detinuit coniunx, pia mater Achilleu.
Primaque suum illa data tempora, cetera vobis.
Haud timeo, si iam nequeo defendere crimen
Cum tanto commune viro.   Deprensus Ulixis
Ingenio tamen ille.   At non Aiacis Ulixes.

C.) JUVENAL, xiii., 120–134.

Accipe, quæ contra valeas solatia ferre,
Et qui tot Cynicos, tot Stoica dogmata legit
A Cynicis tunica distantia, non Epicurum
Suspicit exigui lætum plantaribus horti.
Curentur dubii medicis majoribus ægri,
Tu venam vel discipulo committe Philippi.
Si nullum in terris tam detestabile factum
Ostendis, taceo, nec pugnis cædere pectus
Te veto, nec plana fæcem contundere palma,
Quandoquidem accepto claudenda est janua damno,
Et majore domus gemitu, majore tumultu
Planguntur nummi, quam funera. Nemo dolorem
Fingit, in casum vestem deducere summam
Contentus, vexaro oculos humore coacto:
Ploratur lacrimis amissa pecunia veris.

(D.) TERENCE—*Heauton Timorumenos.*

Me. Scire hoc vis? *Ch.* Hæc quidem causa, qua dixi tibi.
Me. Dicetur. *Ch.* At istæc rastros interim tamen
Adpone, ne labora. *Me.* Miuame. *Ch.* Quam rem agis?
Me. Sine me, vocivum tempus nequod dem mihi
Laboris. *Ch.* Non sinam, inquam. *Me.* Ah, non nequum facis.
Ch. Hui, tam gravis hoc, quæso ? *Me.* Sic mercttuinst meum.
Ch. Nunc loquere. *Me.* Filium unicum adolescentulum
Habeo. Ah, quid dixi ? Habere ne ? Immo habui, Chreme:
Nunc habeam necne incertumst. *Ch.* Quid ita istuc ? *Me.* Scies.
Est e Corintho hic advena anus paupercula :
Eius filiam ille amare coepit perdite,
Prope iam ut pro uxore haberet : hæc clam me omnia.
Ubi rem resciui, coepi non humanitus
Neque at animum decuit adulescentuli aegrotum tractari:
Tractare, sed vi et via pervolgata patrum.

Scan the passage from Ovid.

LATIN PROSE.

DEAR SIR—I thank you for the invitation to your proposed Con-
ference, although I cannot be present at it. You ask for a word of
encouragement, which I can hardly give. To possess "the best system
of civil Government" is a thing worth striving for; but it may be a
wise policy to endeavour to perfect the civil Government we have,
rather than to look for great changes which necessarily involve enor-
mous risk. It is easier to uproot a Monarchy than to give a healthy
growth to that which is put in its place; and I suspect the price we
should have to pay for the change would be greater than the change
would be worth. Our forefathers suffered for nearly a century of
unsettled government in consequence of the overthrow of the Monarchy,
brought on by the folly and crimes of the Monarch. France has
endured many calamities and much humiliation for nearly a hundred
years past, springing from the Destruction of the ancient Government,
and the apparent impossibility of founding a stable Government to
succeed it. Spain is now in the same difficulty, and we watch the
experiment with interest and anxiety. For forty years past in this
country we have seen the course of improvement in our laws, equal,

perhaps, superior, to anything which has been witnessed in any other
nation. This gives me hope and faith that we can establish a civil
Government so good as to attract to its support the respect and love of
all the intelligence among our people, and thus without bringing upon
us the troubles, which I believe are inseparable from the uprooting of
ancient Monarchy. I have no sympathy with an object which gives
its name to your club. I prefer to do good in the way of political reform
by what I regard as a wiser and less hazardous, although a less ambitious
method, and from what we have seen of the past I think we may gather
hope and faith for the future.—I am, yours truly,

<div align="right">"JOHN BRIGHT."</div>

MODERN LANGUAGES.—*Examiner*, Professor Geisler, PH.D.

FRENCH—FIRST YEAR'S CLASS.

Translate into English :—

1. Washington n'avait point ces qualités brillantes, extraordinaires
qui frappent, sa premier aspect, l'imagination humaine.   Ce n'était
point un de ces génies ardents, presque d'éclater, entraînés par la grandeur
de leur pensée ou de leur passion, et qui répandent autour d'eux les
richesses de leur nature, avant même qu'un dehors aucune occasion,
aucune nécessité en sollicite l'emploi.   Étranger à toute agitation
intérieure, à toute ambition spontanée et superbe, Washington n'allait
point au devant des choses, n'aspirait point à l'admiration des nations.
Cet esprit si ferme, ce cœur si haut était profondément calme et modeste.
Capable de s'élever au niveau des plus grandes destinées, il eût pu
s'ignorer lui-même sans en souffrir, et trouver dans la culture de ses terres
la satisfaction de ces facultés puissantes qui devaient suffire au com-
mandement des armées et à la fondation d'un gouvernement.

<div align="right">GUIZOT.</div>

2. M. *Jourdain* (à Dorante).   Voilà deux cents louis bien comptés.

Dorante.   Je vous assure, Monsieur Jourdain, que je suis tout à vous,
et que je brûle de vous rendre un service à la cour.

M. *Jourdain.*   Je vous suis trop obligé.

Dorante.   Si Madame Jourdain veut voir le divertissement royal, je
lui ferai donner les meilleures places de la salle.

Madame Jourdain.   Madame Jourdain vous baise les mains.

Dorante. (bas à M. Jourdain).   Notre belle marquise, comme je vous ai
mandé par mon billet, viendra tantôt pour le ballet et le repas; je l'ai
fait enfin consentir enfin au cadeau que vous lui voulez donner.

M. *Jourdain.*   Tirons-nous un peu plus loin, pour cause.

Dorante.   Il y a huit jours que je ne vous ai vu, et je ne vous ai point
mandé de nouvelles du diamant que vous me mîtes entre les mains pour
lui en faire présent de votre part; mais c'est que j'ai eu toutes les peines
du monde à vaincre son scrupule; et ce n'est d'aujourd'hui qu'elle s'est
résolue à l'accepter.

<div align="right">MOLIÈRE.—*Le bourgeois Gentilhomme.*</div>

3. *Translate into French :—*

Your brother is learning his lesson, whereas you are doing nothing.
She is quite changed since I saw her lately.   We have at last convinced
him of the greatness of his fault.   Send for the girl whose parents I saw
seen yesterday evening.   All citizens are protected by law.   Those who
have a good conscience are happy.   We shall not return home this week.
We have walked the whole day in the forest.   We should rest a little if

we had walked as long as you. Put out the candle and go to bed. The servant feared to displease his master. Get up! I shall get up directly. Yes, it is true, I have been mistaken. I stopped at the gate. Rest a little and come near the fire. He who lies deserves to be despised. Do not go out, it is too cold. I hope she will sleep better to-night. Do you not repent of what you have done? The young man did not survive that misfortune. Your friend is dying. Why do you not come when I call you? He would have come to us if it had not rained. We could see nothing, for it was dark. You ought to come at two o'clock. I have found the ring which my cousin lost, and I shall send it to her. I could not have believed that he would go so soon. Tell me what he has done to you; but above all, do not lie. My mother was born in England. You appear sad, what is the matter with you?

GERMAN.—FIRST YEAR'S CLASS.

Translate into English :—

1. Der berühmte General Washington sass einmal mit mehreren seiner Officiere bei Tische. Da stiess einer von ihnen einen Fluch aus. Washington liess Messer und Gabel fallen, warf einen strengen Blick auf den Flucher, so dass dieser die Augen niederschlug und sagte: Ich glaubte, wir alle beträchteten uns selber als anständige Männer. Seitdem finden man es in Amerika unanständig zu fluchen, und nicht nur bei Tische, sondern überall, und bei allen Ständen.

2. O, lasst ein ewig Schweigen diese That
   Bedecken ! Sie ist schauderhaft, empörend,
   Ist einer ganz Verlornen werth. Doch Ihr seid keine
   Verlorene—ich kenn' Euch ja : ich bin's,
   Die Euer kindlich zürzeugen. Weich
   Ist Euer Herz gebildet, offen ist's
   Der Scham—der Leichtsinn nur ist Euer Laster,
   Ich wiederhol's : es gibt böse Geister,
   Die in des Menschen unverwahrter Brust
   Sich augenblicklich ihren Wohnplatz nehmen,
   Die schnell in uns das Schreckliche begehn,
   Und zu der Höll' entfliehend, den Entsetzen
   In dem befleckten Busen hinterlassen.
   Seit dieser That, die Euer Leben schwärzt,
   Habt Ihr nichts Lasterhaftes mehr begangen :
   Ich bin ein Zeuge Eurer Besserung.
   Drum fasset Muth ! Macht Frieden mit Euch selbst !
   Was Ihr auch an begangen habt, in England
   Seid Ihr nicht schuldig ; nicht Elisabeth,
   Nicht England's Parlament ist Euer Richter.
   Macht in's, die Euch hier unterdrückt ; vor diesen
   Anmasslichen Gerichtshof dürft Ihr Euch
   Hinstellen mit dem ganzen Muth der Unschuld.

3.   My lord, man hält mich hier
   Gefangen wider alle Völkerrechte.
   Nicht mit dem Schwerte kam ich in dies Land,
   Ich kam herein, als eine Bittende,
   Das heil'ge Gastrecht fordernd, in den Arm
   Der blutsverwandten Königin mich werfend—
   Und so ergriff mich die Gewalt, bereitete
   Mir Ketten, wo ich Schutz gehofft—Sagt an !

Ist mein Gewissen gegen diesen Staat
Gebunden ! Hab'ich Pflichten gegen England ?
Ein heilig Zwangsrecht üb'ich aus, da ich
Aus diesen Banden strebe, Macht mit Macht
Abwende, alle Staaten dieses Weltheils
Zu meinem Schutz aufrühre und bewege.
Was irgend nur in einem guten Krieg
Recht ist und ritterlich, das darf ich üben;
Den Mord allein, die heimlich blut'ge That,
Verbietet mir mein Stolz und mein Gewissen :
Mord würde mich beflecken und entehren.
Entehren sag'ich—Keineswegen mich
Verdammen, einen Rechtsspruch unterwerfen.
Denn nicht vom Rechte, von Gewalt allein
Ist zwischen mir und Engelland die Rede.

SCHILLER—*Maria Stuard.*

Translate into German :

There are no wolves in England. A false man is feared by everybody.
My watch has been stolen. Beneath the sun nothing happens without
the will of God. Fabricius possessed such great virtues that even the
enemies of the Romans respected him. Who has thrown the stone into
the window ? I do not know who has thrown it. Misery should force
nobody to do wrong. I succeeded in catching the thief. The king rode
on a gray horse. The king seemed to be angry. Cicero left Rome when
he saw that his enemies were mightier than his friends. Some one has
cheated me. The branches are bent under the weight of the snow. The
merchant asked ten shillings. I offered him nine. The hunter shot and
the bird flew away ; he had not hit it. The death of my father induced
me to leave my country. He who has once lied does not deserve to be
trusted. The oak grows very slowly. The boy promised me to amend
his behaviour. Pray, introduce me to your friend. I accept your offer
with great pleasure.

SECOND YEAR.

LATIN.—*Examiner,* Professor Maguire, LL.D.

Translate :—

VIRGIL—*Georgics,* ii., 490–540.

Felix, qui potuit rerum cognoscere causas,
Atque metus omnes et inexorabile fatum
Subjecit pedibus strepitumque Acherontis avari !
Fortunatus et ille, deos qui novit agrestes,
Panaque Silvanumque senem Nymphasque sorores !
Illum non populi fasces, non purpura regum
Flexit et infidos agitans discordia fratres,
Aut conjurato descendens Dacus ab Istro,
Non res Romanae perituraque regna ; neque ille
Aut doluit miserans inopem, aut invidit habenti.
Quos rami fructus, quos ipsa voluntia rura
Sponte tulere sua, carpsit, nec ferrea jura
Insanumque forum aut populi tabularia vidit.
Sollicitant alii remis freta caeca, ruuntque
In ferrum, penetrant aulas et limina regum ;

Hic petit exelitiis urbem miserosque Penates,
Ut gemma bibat et Sarrano dormiat ostro ;
Condit opes alius, defossoque incubat auro ;
Hic stupet attonitus Rostris ; hunc plausus hiantem
Per cuneos geminatus enim, plebisque patrumque
Corripuit ; gaudent perfusi sanguine fratrum,
Exsilioque domos et dulcia limina mutant,
Atque alio patriam quærunt sub sole iacentem.
Agricola incurvo terram dimovit aratro :
Hinc anni labor, hinc patriam parvosque nepotes
Sustinet, hinc armenta boum meritosque iuvencos.
Nec requies, quin aut pomis exuberet annus,
Aut fetu pecorum, aut Cerealis mergite culmi,
Proventuque oneret sulcos atque horrea vincat.
Venit hiems : teritur Sicyonia baccca trapetis,
Glande sues læti redeunt, dant arbuta silvæ,
Et varios ponit fetus autumnus, et alte
Mitis in apricis coquitur vindemia saxis.
Interea dulces pendent circum oscula nati,
Casta pudicitiam servat domus, ubera vaccæ
Lactea demittunt, pinguesque in gramine læto
Inter se adversis luctantur cornibus hædi ;
Ipse dies agitat festos, fususque per herbam,
Ignis ubi in medio et socii cratera coronant,
Te, libans, Lenæe, vocat, pecorisque magistris
Velocis iaculi certamina ponit in ulmo,
Corporaque agresti nudant præ durum palæstræ.

FRENCH.—*Examiner*, Professor Geisler, PH.D.

1. Translate into French :—

Perhaps, if we could examine the manners of different nations with
impartiality, we should find no people so rude as to be without any rules
of politeness, nor any so polite as not to have some remains of rudeness.
The Indian men, when young, are hunters and warriors, when old,
counsellors ; for all their government is by counsel of the sages ; there is
no force, there are no officers to compel obedience or to inflict punishment.
Hence they generally study oratory, the best speaker having the most
influence.

A child without knowing anything of the use of language, is in high
degree delighted with being able to speak.

About the latter part of the eleventh century a greater ardour for
intellectual pursuits began to show itself in Europe, which in the
twelfth broke out into a flame. This was manifested in the numbers
who repaired to public academies, or schools of philosophy. None of
these grew so early into reputation as that of Paris. This cannot, indeed,
as has been vainly pretended, trace its pedigree to Charlemagne.

2. Turn into good French prose the following lines from the *Mithridate*
of RACINE :—

L'Orient accablé
Ne peut plus soutenir leur effort redoublé ;
Il voit plus que jamais ses campagnes couvertes
De Romains que la guerre enrichit de nos pertes.
Des biens des nations ravisseurs altérés,
Le bruit de nos trésors les a tous attirés ;

Ils y courent en foule, et jaloux l'un de l'autre,
Désertent leur pays pour inonder le nôtre.
Moi seul je leur résiste. Ou lassés ou soumis,
Ma funeste amitié pèse à tous mes amis.
Chacun à ce fardeau veut dérober sa tête.
Le grand nom de Pompée assiste ma conquête;
C'est l'effroi de l'Asie. Et loin de le chercher,
C'est à Rome, mes fils que je prétends marcher.
Le dessein vous surprend, et vous croyez peut-être
Que le seul désespoir aujourd'hui le fait naître.
J'excuse votre erreur; et pour être approuvée,
De semblables projets veulent être achevée.

3. Translate into English the following passages from the *Athalie*
de RACINE, *L'honneur* et *L'Argent* de PONSARD :—

Rodolphe : Te ne prends ce propos que pour une boutade?
Si cet us signe pourtant que l'esprit est malade ;
Et si tu ne prends garde à ces velléités,
Tu descends le penchant qui mène aux lâchetés.
Songe à Raymond à qui tu refusais ta porte,
Il avait cependant une excuse plus forte ;
Il fallait qu'il nourrît sa femme, au lieu que toi,
Tu vis seul et l'on n'a toujours sensé que soi.
Ah ! j'aurais aujourd'hui beau jeu . . . mais sois tranquille.
Je m'abuserai pas d'un triomphe facile ;
Je te veux seulement dire quelques mots francs,
Dictés par l'amitié comme je le comprends.
Tu fis bien de payer tes dettes paternelles ;
Mais c'était obéir aux règles éternelles :
Tu serais méprisable, ayant autrement fait ;
Puis, du premier instinct c'était le prompte effet :
Un sacrifice fier charme une âme hautaine ;
La gloire en est présente, et la douleur lointaine.
Je ne méconnais point un acte noble en soi ;
Tu fis bien ; mais beaucoup auraient fait comme toi.
La vertu qui n'est pas d'un facile exercice,
C'est la persévérance après le sacrifice ;
C'est quand le premier feu s'est lentement éteint,
La résolution qui survit à l'instinct.
Et mule devant soi, paisible, refroidie,
Pur un monde oublieux n'étant point applaudie,
A travers les louanges l'injure et le dégoût,
Modeste et ferme, suit son chemin jusqu'au bout.
Voilà mon vrai héros ! voilà mon honnête race !
Ce n'est pas celui-là que l'amour propre égare :
Il ne rougirait pas d'un honnête métier,
Et croirait plus louable et même plus utiler,
De vivre dignement de l'art que l'on enseigne
Que d'épouser la dot de quelque vieille duègne.

Joad : Vos larmes, Josabeth, n'ont rien de criminel
Mais Dieu veut qu'on espère en son soin paternel.
Il ne recherche point, aveuglé en sa colère,
Sur le fils qui le craint, l'impiété du père.
Tout ce qui reste encore de fidèles Hébreux
Lui viendront aujourd'hui renouveler leurs vœux ;

Autant que de David la mee cst respectée,
Autant de Jéabel la fille cst détestée.
Joas les touchent par un noble jadeur
Où semble de son ang rebitre le splendour ;
Et Dieu, par sa voix même appuyant notre exemple,
De plus près à leur cœur parlera dans son temple.
Deux infidèles rois tour à tour l'ont bravé :
Il faut que sur le trône un roi soit élevé,
Qui se souvienunu un jour qu'au rang de ses ancêtres
Dieu l'a fait remonter par la main de ses prêtres,
L'a tiré par leurs mains de l'oubli du tombeau,
Et de David étaint rallumé le flambeau :
Grand Dieu ! si tu prévois qu'indigne de sa race,
Il deive de David abandonner la trace,
Qu'il soit comme le fruit en naissant arraché,
Ou qu'un souffle ennemi dans sa fleur a séché !
Mais si ce même enfant, à tes ordres docile,
Doit être à tes desseins un instrument utile,
Fais qu'un juste héritier le sceptre soit remis ;
Livre en mes faibles mains ses puissants ennemis ;
Confonds dans ses conseils une reine cruelle ;
Daigne, daigne, mon Dieu, sur Mathan et sur elle
Répandre cet esprit d'imprudence et d'erreur,
De la chute des rois funeste avant—coureur.
L'heure me presse, Adieu. Des plus saintes familles
Votre fils et la vour acurait nos filles.

Translate into German :—

While Oliver was leading at Dublin a life divided between squalid distress and squalid dissipation, his father died, leaving a mere pittance. The youth obtained his bachelor's degree, left the university, and during some time the humble dwelling to which his widowed mother had retired was his home.—But though his mind was very soundly stored with materials, he used what materials he had in such a way as to produce a wonderful effect. His style was always pure and easy, and on proper occasions pointed and energetic.—But he was still often reduced to pitiable shifts.—These works he produced without any elaborate research, by merely selecting, abridging and translating into his own clear, pure and flowing language what he found in books well known to the world, but too bulky or too dry for boys and girls.—The effect of the privations and sufferings which he endured at this time was discernible to the last in his temper and his deportment.—Chesterfield had long been celebrated for the politeness of his manners, the brilliancy of his wit, and the delicacy of his taste.—MACAULAY.

Translate into English :—

Da bin ich nun allein ! Freund Champagne, Du bist ein Dummkopf, wenn Du Deine Unbesonnenheit von verein nicht gut machst—den Onkel die ganze Karte zu verrathen ! Aber lass sehen, was ist das zu machen ? Entweder den Onkel oder den Bräutigam müssen wir uns auf die schlechte zwen Tage vom Halse schaffen, sonst geht's nicht. Aber wie ist das anzufangen ? Warte—lass sehen—(nachsinnend). Mein Herr und dieser Herr von Lormeuil sind zwar als ganz gute Freunde auseinander gegangen, aber es hätte doch Hindel zwischen ihnen setzen

können! Können, das ist mir genug! davon lasst uns ausgehen. Ich muss als ein guter Diener Unglück verhüten! Nicht als rediche Besorgniss für meinen Herrn! Also gleich zur Polizei! Man nimmt seine Massregeln, und ist's dann meine Schuld, wenn sie den Onkel für den Neffen nähmen! Wer kann für die Aehnlichkeit! Das Wagestück ist gross, doch was ich wag's. Missingen kann's nicht, und wenn ich —, Im besondern fall bin ich gedeckt! Ich habe nur meine Pflicht gethau! Und mag dann der Onkel gegen mich toben, soviel er will— ich verdecke mich hinter den Neffen, ich verhalf ihm zu seiner Braut, er muss erkenntlich sein. Frisch, Champagne, an's Werk. Das ist Ihre einzugehen.

SCHILLER.—*Der Neffe als Onkel.*

2. Give the meaning of the following expressions which occur in the plays you have read:—Es ist mir nicht darum zu thun. Ich weiss mich in Ihr Betragen nicht zu finden. Das kommt mir jetzt gelegen. Da haben wir's schwarz auf weiss. Er ist im Prager Hof angestiegen. Hier hat sich 's wie im Wirthshaus. Ich bin schon übel genug daran. Wird's bald! Aufgeschoben ist nicht aufgehoben. Ihre Bekannt, schaften mögen nicht weit her sein. Sie treiben es zu arg. Es handelt sich nicht darum. Machst du sich fertig. Die Heirath geht vor sich. Warum nicht gar! Diese Weiber sind eine wahre Geduldprobe. Ich werde aus Ihrem Betragen nicht klug. Nehmen Sie sich zusammen. Was schwatzt der da für alberhes Zeug! Die Verkung ging zurück. Sie müssen das nicht so hoch aufnehmen. Sie lassen sich zu viel gefallen. Sie müssen einlenken. Legen Sie der Sache keine Wichtigkeit bei. Ich habe mich übel eingezogen. Ich würde mich nicht an Ihrem Älter stossen.

3. Translate into English:—

Egmont. Da bringt er wieder die alten Mährchen auf, was wir an einem Abend in leichtem Uebermuth der Geselligkeit und des Weins getrieben und gesprochen; und was man daraus für Folgen und Beweise durch's ganze Königreich gezogen und geschleppt habe. Nun gut, wir haben Schellenkappen, Narrenkutten auf unsrer Diener aermel sticken lassen, und haben diese tolle Zierde nachher in ein Bündel Pfeile verwandelt; ein noch gefährlicher Symbol für Alle, die deuten wollen, wo nichts zu deuten ist. Wir haben die und jene Thorheit in einem lustigen Augenblick empfangen und geboren; sind schuld, dass eine ganze edle Schaar mit Bettelsäcken und mit einem selbstgewählten Unnamen dem Könige seinen Pflicht mit spotteulei Demuth in's Gedächtniss rief; sind schuld—was ist's nun weiter? Ist ein Fastnachtsspiel gleich Hochverrath? Sind uns die kurzen bunten Lumpen zu missgönnen, die ein jugendlicher Muth, eine angefrische Phantasie um unsr's Lebens arme Blösse hängen mag? Wenn ihr das Leben gar zu ernsthaft nehmt, was ist denn dran? Wenn uns der Morgen nicht zu neuen Freuden weckt am Abend uns keine Lust zu hoffen übrig bleibt: ist 's wohl der An—und Auszieheus werth? Scheint mir die Sonne heut, um das zu überlegen, was gestern war und um zu raken, zu verbinden, was nicht zu errathen, nicht zu verbinden ist, das Schicksal eines kommenden Tages? Schenke mir diese Betrachtungen; wir wollen sie Schülern und Höflingen über-lassen. Die mögen sinnen und aussinnen, wandeln und schleichen, gelangen wohin sie können, erschleichen, was sie können. Kannst Du von allem diesem etwas brauchen, dass Deine Briefe kein Buch wird, so ist mir 's recht. Dem guten Alten scheint alles viel zu wichtig. So drückt ein Freund, der lange unsere Hand gehalten, sie stärker noch einmal wenn er sie lassen will.

GOETHE—*Egmont.*

F 2

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Appendix.
No. 3.
Sessional
Examina-
tions.

FRENCH.—THIRD YEAR'S CLASS.

Translate into French :—

1. Great as the abilities of Napoleon undoubtedly were, they could not be equal to the Herculean task of remionating a whole nation. It was the transition from anarchy to order, from the tyranny of demagogues to the ascendant of talent, from the weakness of popular to the vigour of military government, which was the real cause of the change. The virtuous, the able, the brave felt that they no longer required to remain in obscurity ; that democratic jealousy would not now be permitted to extinguish rising ability, financial imbecility to crush patriotic exertion, private cupidity to exhaust public resources, civil weakness to paralyse military valour. The universal conviction that the reign of the multitude was at end, produced the astonishing burst of talent which led to the glories of Marengo and Hohenlinden.—SIR ARCHIBALD ALISON.

2. You set a good example. He is anxious to prove you that he is right. I am going to get my money paid. I accepted it very willingly. They would have had to repeat it. The secret has got abroad. A paid letter. Saying bank ; misprint. The Lord's Prayer. He is sure to win the day. I shall call you to account for it. He takes French leave. We will not fall out about that. God forbid ! He was obliged to put up with this insult. I have dismissed all my servants. He has sent in his card. We give parties. This is a pun. They hold their own against a dozen enemy. You will change your mind. Prepare the dinner. You anticipate my wishes. Short reckonings make long friends. Come to the point. He has made a good match. That is the safest course. He plays the truant. He speaks French admirably well. Life in London is expensive. This is a deafening noise. At the eve of this event, nobody was prepared for it.

II. Translate into English :—*Phèdre*, Acte V., Scène 6, from : " *Thésénée : A peine nous sortions* " to " *Thesné ; O, mon fils ?* and *Tartuffe*, Acte III., Scène 3 : " Ah ! pour être dévot " to Scène 4.

III. Translate into English the following lines from *Le Chanson de Roland* :—

> Dist Blancandrins : Malt cals pesmes Rollauz,
> " Ki tute gent voelt faire recreant
> E tutes teres met en chalengement.
> Par quele gent quiet il espleiter tant ?
> Guenes respunt : Par le franceis gent ;
> Ils l'aiment tant ne li falderunt niant.
> Or e argent lur met tant en present,
> Muls e destrees, e palies e guarnemenz ;
> Li Reis métismes od tut a sun talent.
> Cunquerrat li los teres d'ici qu'en Orient."—(391-401).

> Li niés Marsilie il est venus avant
> Sur un mulet od un bastun tuchanz.
> Dist à sun uncle belement en riant :
> " Bel Sire reis, jo vus ai servit tant
> Si n'ai cilt e peines e ahans,
> Faites batailles e vencues en champ :
> Dunes m'un fiu : ço est li colp al Rollant.
> Jo l'ocirrai à mun espiet trenchant,
> Se Mahumet me voelt estre guarans ;
> De tute Espaigne aquiterai les pans

Des porz d'Espaigne entrusqu à Durestant
Lasserat Carles, si recevrunt li Franc.
Ja n'averez guere en tut vostre vivant."
Si reis Marsilies l'en ot dunet le guant."—(860–873.)

GERMAN.—THIRD YEAR'S CLASS.

I. Turn into idiomatic German the following phrases:—

He is confined to bed. He is in danger. He is in debts. He brought himself to do it. We must take the air. There is a great call for labour. They kept him in check. He is on the point of death. He has contradicted his twentieth year. This wine disagrees with me. They laid it at his door. The motion was carried. He was not equal to the task. They make both ends meet. The accused will be forthcoming. We took it for granted. Much good may it do you. He told her some home truths. It cannot be helped. He took the law into his own hand. He is in low spirits. I will manage to do it. It matters not. Do not mind his objections.

II. Translate into German:—

The Consul Metellus who was an able general and a man of the strictest integrity, landed in Africa with Marius as his lieutenant. As soon as Jugurtha discovered the character of the new commander, he began to despair of success and made overtures for submission in earnest. These were apparently entertained by Metellus while he sought in fact to gain over the adherents of the king and induce them to betray him to the Romans, at the same time that he continued to advance into the enemy's territories. Jugurtha, in his turn, detected his designs, attacked him suddenly on his march with a numerous force, but was after a severe struggle repulsed, and his army totally routed. As soon as Marius heard of these changes he set sail from Africa and offered to serve under Cinna, who gladly accepted his proposal, and named him Proconsul; but Marius refused all marks of honour. The sufferings and privations he had endured had exasperated his proud and haughty spirit almost to madness, and nothing but the blood of his enemies could appease his resentment. Although the greater part of the summer was now gone, Cæsar resolved to invade Britain. His object in undertaking this expedition at such a late period of the year was more to obtain some knowledge of the island from personal observation than with any view to permanent conquest at present.

Translate into English the following passages from the *Faust* of GOETHE:—page 28, from : "Wie nur dem Kopf nicht alle Hoffnung schwindet"—to page 31 : "doch warum heftest sich mein Blick auf jene Stelle."

ITALIAN.—THIRD YEAR'S CLASS.

1. Translate into English the following passages from the *Promessi Sposi* of ALESSANDRO MANZONI:—Page 106, from "Fra Cristoforo, avvertito," page 108, to "ebbene, disse don Rodrigo," and page 225, from "Era scorso circa un anno," page 227, to "il desiderio d'obbligare il padre."

2. Explain the following locutions:—Mi premo di saperlo; non mi basta l'animo di farlo; impara da d'uno a sapo sopra di te; egli non poté dargli retta; io non c'entro; questo mi fa raccapriccio; tentativi andati a voto; ci tocca di farlo; egli gli indistro sgomentato; mi pren-

demano con la buona; la voce si sparse; recare vantaggio; cavarne
profitto; ve n'hanno fatte delle grosse; si struggeva di sapere tutto;
stette un momento in forse se dovesse condur l'impresa a termine; andò
adbirbirra; le ciarle, quando vanno in lungo, mi seccano; lo vuole a
fatica; egli n'avrebbe fatto di meno; aggrottare le ciglia; venne in
chiaro di ciò che si doveva cospirire. Non fece vista d'accorgersene;
eccone un'altra delle vostre; quell' medie mettevan alla sesti; scommet-
tiamo; egli caccia un' urlo; ed andava di una libera scelta.

3. Give the French equivalents of the following expressions:—A
forza di stare intento; quello che più importa; si trattava di queste; egli
no rese conto; con la bruscia intercisoti sul petto; egli se ne andava;
non c'era che ridire; egli so mise a scrivere; col grosso delle truppa;
egli volle diedisi; i ruggiri che avevan messi in opera; era disposta a
prendersi a peste la morte delle due povere fuggitive; venire alle prese;
di buon grado; cammin faecudo.

4. Explain the following adverbs:—Alla rinfusa, alla sfuggita; per
l'appunto, in capo a' cinque giorni, a mea inoltrata, per il solito, di soppiatto,
cercare a tentoni, per l'apposto, ogni tanto, alla buona, di mano in mano,
a bisoffi, ginocchioni, saltelloni, balzelloni; da un pezzo; per burla; a
mò di prezzo; per ogni dove; all' impazzata; ieri sul tardi; a bell'agio;
sbadatamente; alla fin de'fatti.

5. Translate into English the following passage from DANTE (v. 97–
142.)

Siede in terra dove natu fui,
Sulla marina dove il Po discende
Per aver pace co' seguaci sui.
Amor, che al cor gentil ratto s'apprende,
Prese colui della bella persona
Che mi fu tolta e il modo ancor m'offende.
Amor che a nullo amato amar perdona,
Mi prese del costui piacer sì forte,
Che, come vedi, ancor non mi abbandona.
Amor conduce noi ad una morte;
Caino attende chi vita ci spense.
Queste parole da lor ci fur porte,
Da che io intesi quelle anime offense,
Chinà'l viso e tanto il tenni basso
Finchè il poeta mi disse: che pense?
Quando risposi, cominciai: O lasso,
Quanti dolci pensier, quanto disio
Menò costoro al doloroso passo!
Poi mi rivolsi a loro e parlà'io,
E cominciai: Francesca, i tuoi martìri
Al lagrimar mi fanno tristo e pio.
Ma dimmi: al tempo de' dolci sospiri,
A che e come concedette amore,
Che conosceste i dubbiosi desirì?
Ed ella a me: Nessun maggior dolore
Che ricordarsi del tempo felice
Nella miseria; e ciò sa il tuo dottore.
Ma se a conoscer la prima radice
Del nostro amor tu hai cotanto affetto,
Farò come colui che piange e dice.
Noi leggevamo un giorno per diletto
Di Lancelotto, come l'amor lo strinse:
Soli eravamo e senza alcun sospetto.

Per più fiate gli occhi co sospinse
Quella lettura e scolorocci il viso :
Ma solo un punto fu quel che ci vinse.
Quando leggemmo il disiato riso
Esser baciato da cotanto amante,
Questi, che mai da me non fia diviso,
La bocca mi baciò tutto tremante :
Galeotto fu il libro e chi lo scrisse :
Quel giorno più non vi leggemmo avante.
Mentre che l'uno spirto questo disse,
L'altro piangeva si che di pietade
Io venni meno si com 'io morisse :
E caddi come corpo morto cade.

HONORS—FIRST YEAR.

Examiner, Professor Allman, LL.D.

1. Prove that the radius of the circle described through the centres of the three escribed circles of a plane triangle is double the radius of the circumscribing circle.

2. Being given—
$$a \cot a + b \cot \beta + c \cot \gamma = (a+b+c) \cdot a \cot \beta \cdot b \cot \gamma,$$
$$(b+c) \cot a + (c+a) \cot \gamma + (c+a) \cot \gamma + (a+b) \cot a \cot \beta = 0 ;$$
Show that—
$$a \sin 2a + b \sin 2\beta + c \sin 2\gamma = 0.$$

3. Sum the series :
$$\cos \theta - \frac{1}{3} \cos 3\theta + \frac{1}{5} \cos 5\theta - \dots \ ad \ infin.$$

4. If ϕ be the angle between the perpendicular and the bisector of the vertical angle of a spherical triangle prove that—
$$\tan \phi = \tan \frac{1}{2}(A-B) \cdot \frac{\cos \frac{1}{2}(a-b)}{\cos \frac{1}{2}(a+b)}.$$

5. Find the locus of the vertex of a spherical triangle of given base and area.

6. Prove that the surface of a cylinder circumscribed to a sphere is a mean proportional between the surfaces of the sphere and its circumscribed quadrated one.

7. Sum the following series to n terms :—
$$1 + \frac{3}{2} + \frac{5^2}{2^2} + \frac{3^3}{2^3} + \dots ;$$
$$1 + \frac{1}{2} + \frac{2^2}{7} + \frac{7^2}{7} + \dots$$

8. Transform the equation $x^3 + 7x - 1 = 0$ into another the roots of which are the squares of the differences of the roots of the proposed equation.

9. Show how to depress a reciprocal equation which is of an even degree with its last term positive.

Solve the equation—
$$1 + x^2 = a(1 + x)^2.$$

10. Find the angle between $x + 3y = 1$, and $x - 3y = 1$. Find also the equation to the straight line passing through the point (2,3) and making an angle of 45° with the axis of x.

11. Find the area of the triangle formed by the straight lines—
$$y = mx \tan a, \ y = x \tan a, \ y = x \tan \gamma + b.$$

12. Given any two points A and B, and their radius, with respect to a circle whose centre is O : let fall a perpendicular AP from A on the polar of B, and a perpendicular BQ from B on the polar of A : prove that $OA : OB :: AP : BQ$.

SECOND YEAR.

Examiner, Professor Allman, LL.D.

1. Find the locus of the middle points of chords, parallel to a given line of a curve of the second degree. Define conjugate diameters in central curves of the second degree and prove their existence

2. Find the locus of the intersection of tangents to a parabola which cut at a given angle.

3. If an equilateral hyperbola circumscribe a triangle, it will also pass through the intersection of its perpendiculars.

4. Find the locus of the intersection of tangents to an ellipse drawn :—

  (a.) As the extremities of a pair of conjugate diameters;
  (b.) At right angles to a pair of conjugate diameters.

5. If A be the chord of any circular arc, B that of half the arc; prove that the length of the arc is equal to $\dfrac{8\,B - A}{3}$, q. p.

6. State and prove Lagrange's theorem on the limits of Taylor's theorem.

7. Investigate the condition for a maximum or minimum of a function of a single variable. Find the maximum value of $\dfrac{x}{(a+x)(b+x)}$.

8. Investigate an expression for the radius of curvature of a curve referred to rectangular coordinates. Find the radius of curvature in the hypocycloid $x^{\frac{2}{3}} + y^{\frac{2}{3}} = a^{\frac{2}{3}}$.

9. Find the envelope of the system of parabolas determined by the equation—

$$y = ax - (1+a^2)\frac{x^2}{4a},$$

where a is the variable parameter?

10. Investigate the cases in which $\int \sin^n \theta \cos^n \theta \, d\theta$ can be immediately obtained.

11. Find the whole area included between the cissoid $y^2(2a-x) = x^3$ and its asymptote.

12. Find the following integrals:—

$$\int \frac{da}{a^2 - 1}; \qquad \int \frac{dx}{x\sqrt{x^2+1}}; \qquad \int \frac{d\theta}{a+b\tan\theta}$$

CHEMISTRY.—*Examiner, Professor Reynony, Ph.D.*

1. Describe the method of obtaining phosphorus, its properties, and uses.

2. Give an explanation of the terms element and compound radical.

3. Describe the action that takes place when hydrochloric acid acts upon manganese dioxide.

4. How is acetic acid obtained? Give its composition and properties.

5. What is meant by destructive distillation?

6. What compound is obtained by passing carbonic anhydride through a heated tube containing charcoal?

7. Give the composition and properties of the compound formed by burning carbon in oxygen gas.

8. What is meant by chemical attraction?

9. Give a description of the atmosphere, its composition and uses.

10. Describe the method of obtaining metallic sodium.

11. What compounds are formed when sulphuric acid acts upon metallic copper?

12. Write the formula of the oxides of iron, alumina, zinc, and silver.

BOTANY.—*Examiner,* Professor MELVILLE, M.D.

1. Define the terms —corm, stole, bracteole, ament.

2. State the various modes of æstivation.

3. Name and describe the fruits in the order Rosaceæ.

4. Give the characteristics of the order Compositæ, also of its sub-orders.

5. do.   of the order Cupuliferæ.

ZOOLOGY.

1. Describe the composition of the brain in fishes and birds.

2. do. circulation in reptiles.

3. State the characters of the orders of amphibia.

4. do.   do. amphibia.

5. do.   do. the families of the carnivora.

ZOOLOGY.

1. Ungulata—characteristics and classification.

3. Natatores, do.   do.

3. Lacertilia, do.   do.

4. Teleostei, do.   do.

BOTANY.

1. Name and describe the various tissues of plants.

2. Describe the phenomena of impregnation and development of the embryo in *angiospermata.*

3. Give the characters of the sub-orders of the *Rosaceæ* and *Compositæ.*

4. Fruits—classification and characteristics.

JUNIOR PHYSIOLOGY.

1. Describe the microscopic and chemical characters of striped muscular fibre.

2. Describe a pacinian body, and a touch-corpuscle of Wagner.

3. Describe the structure and action of the pyloric valve.

4. Describe the condition of the auricles, ventricles, and valves of the heart during the first and second sounds of the heart respectively.

5. Define what is meant by reflex action, and illustrate by reference to the iris and the salivary glands.

6. Describe the varieties, properties, and situations of ciliated epithelium.

7. Describe an ovum and a spermatozoon.

8. Describe the changes which air drawn into the lungs undergoes, and what becomes of it.

JUNIOR ANATOMY.

1. Describe the central plate of the ethmoid bone, together with its connexions.

2. Describe the transverse processes of the first and seventh cervical vertibræ, first and twelfth dorsal and first and fifth lumbar.

3. Describe the mechanism by means of which pronation and supination of the forearm are provided for.

4. Describe the superior extremity of the tibia.

5. Describe the sterno-cleido-mastoid muscle and its actions.

6. Describe the rectus abdominis muscle and its actions.

7. Describe the long muscles of the thumb.

8. Name the successive parts of the alimentary canal, mentioning the situation, extent, and comparative width of each.

Senior Physiology.

1. Describe the development of the lungs in the zoological series, and in fœtal life.

2. Describe the nature of the pancreatic juice and its digestive properties.

3. State the evidence as to whether urea and uric acid are formed in the system or in the kidneys.

4. Describe the structural and functional peculiarities of the yellow spot of Lœmmerling.

5. Describe the effects on respiration and the heart's action of cutting the pneumogastric nerves in the neck.

6. Describe the secreting structure and ducts of the testicle.

7. Describe the peculiarities of the blood in the hepatic vein.

8. Describe connective tissue corpuscles.

Senior Anatomy.

1. Describe the superior extremity of the tibia.

2. Describe the short muscles of the great toe.

3. Describe the origin and distribution of the branches of the subclavian artery.

4. Describe the origin, course, and distribution of the musculo spiral nerve.

5. Describe the oblique muscles of the eyeball and explain their action.

6. Describe the pelvic, obturator, and recto-vesical fasciæ.

7. Describe the situation of the folds of peritoneum and other structures which are divided in removing the liver.

8. Describe the condition, as respects ossification and form, of the sphenoid bone in the infant.

Midwifery Prize Examination.—*Examiner,* Professor Doherty, M.D.

1. Describe the band of connexion between the fœtus and pregnant uterus, as it exists in the carnivora and ruminants.

2. What was Haller's opinion of the connexion between the fœtus and mother in the human subject? How is the correctness of his views disproved?

3. Give Goodsir's description of the intimate nature of the human placenta, and the mode in which its functions are performed.

4. Describe the audible signs of pregnancy and their distinctive characters. Can any similar ones their existence to the presence of disease? What effect has the premature death of the fœtus in utero upon the audible signs of pregnancy?

5. What particular features in the anatomical construction of the female pelvis influence the mechanism of parturition in the human race? Describe very fully the progress of the fœtus through the pelvis in a first and most common presentation, and how it becomes adapted to the inlet, the cavity, and the outlet of the pelvis.

6. In tedious labour what are the usual causes of delay in the first stage? How should they be treated?

7. Into how many kinds are puerperal convulsions divisible? State their distinctive marks. How should they be treated respectively?

Appendix, No. 2.

Sessional Examinations.

SURGERY.

1. State the diagnostic signs of wound of the lung, no external wound of the chest having occurred.

2. State in what the difference is wound of the lung between pneumothorax and emphysema. What is usually the condition of the lung in each case?

3. State the difference in the symptoms between inflammation of the testicle produced by injury, and inflammation produced by gonorrhœa, and give your treatment in each.

4. State the distinctive difference between retention of urine arising from disease of prostate gland, and that produced by structure of the urethra. How do you diagnose the cases, and in what respect do they differ in your prognosis and treatment?

5. In a case where the symptoms of compression of the brain arise after an injury of the head, how may such be produced; and how would you diagnose the cause?

JURISPRUDENCE.

1. What different subjects are included under the general term *law*? Which of them is the subject matter of jurisprudence, and by what tests is it distinguished from the others?

2. What are the characteristics, and what the limitations of the Sovereign power in an independent political society?

3. Explain exactly what is meant by a determinate body.

4. Define exactly, according to Austin, the terms *person, thing, act, event,* and *forbearance.*

5. "The most celebrated system of jurisprudence known to the world begins as it ends with a code." Explain and point out by what means the earlier code became expanded into the latter.

6. What was the origin, and what the nature of the *Jus naturale?*

7. "Society in ancient times was an aggregation of families." Explain and point out the characteristics of such a state of society.

8. Explain accurately what was meant by agnatic relationship.

9. What was the nature and meaning of the perpetual tutelage of women?

10. "In Hindoo law there is no such thing as a true will. The place filled by wills is occupied by adoption." What analogous functions are discharged, and how, by adoption and wills?

11. Distinguish between contract and conveyance, and show how the distinctive notions gradually became insulated.

12. Explain the different stages in the development of Roman criminal jurisprudence.

CIVIL LAW.

1. "The patria potestas was acquired three ways—1st. By lawful marriage; 2nd. By legitimation; 3rd. By adoption." Explain fully.

2. "Omne autem jus quo utimur vel ad pluoras pertinet, vel ad res, vel ad actiones." Criticise this classification, and point out the error in Blackstone's division of rights into rights of persons and rights of things.

3. What conditions were essential to *justa nuptiæ?*

4. Point out in what respects the old rule which precluded persons under power from owning property became gradually relaxed.

5. What conditions were necessary to the acquisition of property by *usucapio* ?

6. "If the person improperly omitted from a testament were a daughter, or any more remote descendant, such omission did not avoid the testament, as when such person was a son. But the omitted persons had the *jus crescendi*." Explain fully.

7. When and by whom could an inofficious testament be impeached, and by what means ?

8. What was the *regula catoniana* ?

9. Legacies were originally of four kinds. Enumerate and point out their several characteristics.

10. In the law of intestate succession who were *sui heredes*, properly so called, who were considered *sui heredes* by the Prætor, and who, according to the Imperial constitutions ?

11. In the law of intestate succession who were the *agnati* proper, and how was the class from time to time enlarged ?

12. Distinguish between *civil* and *natural* obligations. What was the legal effect of a natural obligation ?

POLITICAL ECONOMY.

1. Define Political Economy.

2. Define accurately the terms *value in use, exchange value,* and *wealth.*

3. What, according to Senior, are the fundamental propositions on which Political Economy rests ?

4. Define *labour, abstinence,* and *cost of production.*

5. What are the advantages of production on a large scale ?

6. What are the disadvantages of a metayer tenure ?

7. Distinguish between *wages* and *cost of labour, profits* and *rate of labour.*

8. Establish the relation between the *rate of profit* and the *cost of labour.*

9. Point out the exact nature of the relation between *demand, supply,* and *value.*

10. Is there any difference, and why, in the effect of a fall in the rate of profits, on the cost value of things made by machinery and things made by hand ?

11. Explain accurately the relation between the value and quantity of the circulating medium.

12. In what does the advantage of foreign trade consist ?

SECOND YEAR'S ARTS AND ENGINEERING.—HONORS.

MIXED MATHEMATICS.—*Examiner,* Professor Curtis, LL.D.

1. Determine the conditions which must be fulfilled by any number of forces in equilibrium situated all in one plane.

2. A string of given length is suspended by its extremities from two fixed points not in the same horizontal line, a weight is attached to a ring free to slide along the string ; find its distances from the extremities of the string in the position of equilibrium.

3. Find the position of equilibrium of a beam, one end of which rests on a smooth inclined plane, while it presses against a fixed smooth peg of small dimensions.

Extend the solution to the case where the plane and peg are both rough, and the dimensions of the peg are taken into account.

4. Deduce the condition of equilibrium of a rough screw.

5. Determine the *centre of gravity* :—

    (1.) Of the area of the portion of a spherical surface cut off by a plane.

    (2.) Of the volume of the portion of a solid sphere cut off by a plane.

    (3.) Of the area cut from an oblique by two semiconjugate diameters.

6. Find the straight line of quickest descent from a given point :—

    (1.) To a given line in a vertical plane with the point.

    (2.) To a given circle in a vertical plane with the point.

7. Determine the loci of the focus and vertex of the parabolic path described by a projectile :—

    (1.) When the initial velocity is given *in magnitude.*

    (2.) When the horizontal component of the initial velocity is given.

    (3.) When the vertical component of the initial velocity is given.

8. A parallelogram is sunk in a liquid with one diagonal horizontal, and one extremity of the other in the surface of the liquid ; prove that *the centre of pressure* divides the latter diagonal in the ratio 7 : 5.

Hence determine the centre of pressure of a parallelogram, one of whose diagonals is horizontal, while the extremities of the other are at given depths.

9. Find the centre of pressure of a hexagon, two opposite sides of which are horizontal :—

    (1.) If the upper horizontal side be in the surface of the liquid.

    (2.) If the two horizontal sides be sunk to given depths.

10. Prove the following relation between the conjugate foci of a solid sphere :—

$$\frac{1}{u} + \frac{1}{v} = \frac{m-1}{m} \cdot \frac{2}{r}$$

11. Determine the image of a straight line as formed by a thin lens.

12. To what problem in spherical trigonometry is the following astronomical problem reducible :—To find the duration of night at a given place on a given date ?

THIRD YEAR'S ARTS AND SECOND YEAR'S ENGINEERING—PASS AND HONORS.

EXPERIMENTAL PHYSICS.—*Examiner,* Professor CURTIS, LL.D.

1. State exactly in each of the known methods of determining the specific gravity of a solid body, how far the result is vitiated by the process being conducted in air.

2. Describe the hydraulic press, and deduce a formula for its mechanical advantage.

3. A body weighs 80 grains in vacuo, 56 grains in water, and 48 in another liquid ; find the specific gravity of the body, and of the liquid.

4. Describe the two kinds of vibration, of which strings are susceptible, and give the laws of each.

5. Explain the several methods, by which the number of vibrations contemporaneously taking place, and corresponding to different notes, may be compared.

6. Distinguish between *evaporation* and *boiling*, and explain why, for a given temperature, boiling ceases when the pressure at the surface of the liquid is increased beyond a certain limit, while the same is not true of evaporation.

7. Prove Huyghen's construction for the reflected and refracted wave plane, when the incident one is given.

8. What is meant by *extraordinary refraction*, and by *extraordinary reflexion?* State the condition:—

   (1.) That both should take place together.

   (2.) That the former should take place without the latter.

   (3.) That the latter should take place without the former.

9. In Wheatstone's experiment for determining the velocity of electricity, the length of the wire employed was half a mile, the sparks being formed at each end and at the centre, the mirror performed 800 revolutions in a second, the length of the line of light produced by each spark was 24°, and the angular displacement of the central one from the other two was half a degree. From these data calculate the velocity of the electricity, and the duration of the spark.

10. Determine the position of equilibrium of a circular current acted on :—

   (1.) By a bar magnet.

   (2.) By the earth's directive force.

11. Determine the positions of equilibrium, one stable the other unstable, of two horizontal magnetic needles rigidly connected at their centres, and moveable round a vertical axis.

12. Deduce the law:—

   (1.) Of the *Sine Galvanometer*.

   (2.) Of the *Tangent Galvanometer*.

13. Describe *Wheatstone's bridge*, and the use of it.

14. State Ohm's law, and distinguish between what are called the *quantity*, and *intensity*, arrangements of a given set of cells.

THIRD YEAR'S ARTS AND ENGINEERING.

MIXED MATHEMATICS.—*Examiner*, Professor Curtis, LL.D.

1. Determine in general the conditions which must be fulfilled in order that a rigid body acted on by any forces should be in equilibrium. How are these conditions modified :—

   (*a.*) If the forces act all in one plane?

   (*b.*) If the forces are parallel to one plane?

   (*c.*) If the body contain a fixed point?

   (*d.*) If the body contain two fixed points?

   (*e.*) If the body be free to slide along, and turn round an axis fixed in space?

2. Find the centre of gravity of a hemisphere of radius *a*, when the density varies as the *n*th power of the distance from the centre.

Result $\overline{z} = \frac{a}{n+4} \cdot \frac{3}{n+3} \cdot a$.

3. Determine the equation of the *common catenary*, and of its evolute, and show that the latter is the *tractrix*.

4. If a string of uniform density assume the form of a curve when acted on by a central force, and this curve be identical with the orbit described round the centre of force, the law of force being the same in

both cases, prove that the section at each point on the curve varies as *Appendix.*
No. 5. the perpendicular let fall from the centre of force on the tangent at the point. *Sessional*
Examina-
tions.

5. If any system of forces acting on a rigid body be reduced by reference to three rectangular axes to three forces, X, Y, Z, and three couples, L, M, N, prove that LX+MY+NZ is constant; give the geometrical interpretation of this theorem, and state the analogous theorem with regard to a rigid body subjected to a number of impulses, some tending to produce common motions of translation, and others motions of rotation round different axes.

6. Find the law of force in the *logarithmic spiral* described under the action of a force directed towards its pole :—

    (*a.*) By Newton's method.

    (*b.*) Analytically.

7. Prove the formula $V^2 = \dfrac{Fc}{3}$, and, by means of it, find the law of force in the cycloid :—

    (*a.*) When the forces are perpendicularly to its base.

    (*b.*) When the forces are parallel to its base.

8. Deduce the conditions of *stability* or *instability* of a floating body.

9. If a floating body be in *apparently* neutral equilibrium, how would you determine whether the equilibrium is *really* stable, or unstable? Apply the principle to the case of :—

    (*a.*) A heterogeneous sphere.

    (*b.*) A segment of a paraboloid with its axis vertical.

10. Prove that the catacaustic and diacaustic of a logarithmic spiral due to rays diverging from its pole are both curves similar to it. Of what mathematical property of the spiral are these results particular cases?

11. Find both analytically and geometrically the diacaustic of a plane surface.

12. Prove that *the equation of the centre* of a planet is a maximum when the planet's distance from the sun is the geometrical mean between its greatest and least distances from the centre of its orbit. Determine the expression for the maximum equation of the centre in an orbit of small excentricity.

NATURAL PHILOSOPHY.—Examiner, Professor Curtis, LL.D.

MECHANICS.

1. Find the resultant of two forces, 98 lbs. and 63 lbs. respectively, acting at a point :—

    (*a.*) When their directions are inclined at 90°.

    (*b.*) When their directions are inclined at 60°.

2. If a weight of 40 lbs. slide along a perfectly smooth rod, what force is necessary to keep the weight at rest on any part of the rod:—

    (*a.*) When the rod is inclined at an angle of 30° to the vertical?

    (*b.*) When the rod is inclined at an angle of 45° to the vertical?

3. If a triangular plate, ABC, form an isosceles triangle, whose base is AB, and whose altitude is 12 inches, find the distance of the centre of gravity from C when weights of 10 lbs., 10 lbs., and 40 lbs. are suspended from AB and C respectively :—

    (*a.*) The weight of the plate not being considered.

    (*b.*) The weight of the plate being 20 lbs.

4. Mention as many contrivances for economising power as you can,

and give the formula for computing the ratio of the power to the weight in each case.

5. A heavy ball is projected horizontally with a velocity of 60 feet per second, what is the distance of the ball from the point of projection at the end of 3 seconds?

6. Explain the construction and use of Atwood's machine, illustrating its use by a numerical example of your own selection.

HYDROSTATICS.

1. If the side of a vessel be a rectangle, show that the pressure upon it when the vessel is filled with any liquid is four times as much as when the vessel is only half filled.

2. The diameter of a pipe of a hydrostatic bellows is 3 inches and that of the plate is 12 inches, a weight of 250 lbs. is placed upon the plate; what will be the height of the water in the pipe?

3. A cube whose edge measures 12 inches sinks in water to a depth of 8 inches, but sinks in a given liquid to the depth of 10 inches; what is the specific gravity of the liquid?

OPTICS.

1. A luminous point is placed at a distance of 8 inches from a concave spherical reflector of 6 inches radius; find the positions of its image, stating whether it is in front of the mirror or behind it.

2. Find the focal length of a double concave lens of glass, the radius of each surface being 3 inches.

3. If the focal length of a double convex lens is 5 inches, the radius of each surface being 8 inches, what is the refractive index of the material of the lens?

ASTRONOMY.

1. How would you set the celestial globe so as to represent the apparent position of the heavens at a given place and time?

2. How would you determine the period of no real night at a given place?

PHYSICS.—*Examiner*, Professor CURTIS, LL.D.

1. In a compound wheel and axle the radius of the wheel is 3 feet, the radii of the two parts of the axle are 2·5 inches and 3 inches respectively; find the mechanical advantage.

2. A power of 20 lbs. is applied by means of a *Burton* of the first kind, containing 5 moveable pulleys; find the weight sustained—

    (a.) If the weight of the pulley blocks be neglected.

    (b.) If each pulley block weighs 5 lbs.

3. A power of 16 lbs. is applied by means of a handle, the length of which is 1·5 feet long to a *Hunter's* screw, the distances between the threads of which are $\frac{2}{3}$ and $\frac{1}{15}$ of an inch respectively; find the weight sustained.

4. In a *hydrostatic bellows* the radius of the pipe is 1 inch, and that of the plate 6 inches, a weight of 100 lbs. is placed on the plate; how high will the water rise in the pipe?

5. The diameter of a large piston in a *Bramah press* is 20 inches, and of the smaller $\frac{1}{4}$ inch, the lever is 2 feet long, and is attached to the rod of the small piston at a point 2 inches from the fulcrum; what is the mechanical advantage of the press?

6. Find the pressure in lbs. exerted on a circular plate, the radius of which is 2 feet, immersed in water, the centre being 3 feet below the surface.

7. Distinguish between *Elasticity* and *Extensibility*.

8. State what was the design of the *Florentine experiment*, and what is really proved.

9. State clearly the distinction between *Solids*, *Liquids*, and *Gases*.

10. How may it be shown that the pressure on the base of a vessel filled with a liquid depends on the area of the base, and the height of liquid, and not on the shape of the vessel?

11. Enunciate the principle of Archimedes, and describe an experiment by means of which the principle may be established.

12. Why is Mercury selected generally as a barometric medium? In what respects is a water barometer preferable to a mercurial one?

13. Describe the various kinds of electrometers with which you are acquainted; and state the difference between an electrometer, and an electroscope.

14. Explain the principle of the lightning conductor.

15. Describe the various kinds of galvanic batteries, comparing them with regard to efficiency.

16. Describe the *dip* needle, and the mode of using it.

17. Give some of the methods by which an artificial magnet may be made.

18. Explain the principle of the *electrophorus*.

THIRD YEAR'S ENGINEERING.

NATURAL PHILOSOPHY APPLIED—*Examiner*, Professor Curtis, LL.D.

1. A weight is drawn uniformly up a rough inclined plane by a force acting along the plane, prove that the work expended is equal to the sum of the quantities of work which would be spent in raising the weight through the height of the plane, and in drawing it along the base supposed equally rough with the length of the plane.

2. Determine how many cubic feet of water would be raised in 18 hours from a well whose depth is 30 fathoms by a steam-engine of 13-horse power.

3. The centres of two spheres, whose radii are respectively 3 inches and 7 inches, are 12 inches apart, the specific gravities of the spheres are 8·4 and 7·2 respectively; find the distance of the centre of gravity of the system from the centre of each sphere.

4. A wall of brickwork of uniform thickness is 12 feet high, it is subjected on one side to the pressure of water, calculate the thickness necessary for stability.

5. In order that two cogged wheels should play freely into one another it is necessary and sufficient that the curves bounding them should be so related that a point could be found in the plane of either curve, such that if this curve rolled without sliding on the other, both curves remaining in the same plane, the curve generated by this point should be a circle. Prove this.

6. Hence show that the line joining the centres of the two axes of the wheels must pass through the point of contact of the wheels, and that the angular velocities of the two wheels at any moment are in the inverse proportion of the distances of the centres of the two axis from their points of contact.

7. If v denote the velocity communicated to a vertical rod by a usual plate revolving with a constant or variable velocity ω, prove that

$$\frac{v}{\omega} \cdot \frac{h}{2} \sin \phi$$

where h is the height of the stroke of the rod, and ϕ is the angle of rotation described by the axis of the plate since the commencement of the stroke.

8. Find the ratio of the velocity of the pisten in a locomotive engine at any part of the stroke to the velocity of the wheel—

    (*a.*) When the cylinder is fixed.

    (*b.*) When the cylinder is oscillatory.

9. A wheel after rolling down a given inclined plane describes a vertical circle, as in the centrifugal railway; find the maximum radius of the circle, friction being supposed sufficient to prevent all sliding motion.

10. A coal pit, a feet deep, is flooded by a feeder discharging Q gallons of water per minute; if H denote the horse-power of the pumping engines, and a denote the height to which the water will rise in the pit; prove that

$$a = \frac{3300 \text{ H}}{Q}$$

11. Find the time of oscillation of an elliptic plate round an axis perpendicular to its plane at a given distance from its centre.

12. Find the work accumulated in a carriage wheel which rolls without sliding, and with a given velocity.

ART STUDENTS.

Geology.—*Examiner*, Professor *W. King*, D.SC.

1. Give a synoptical table showing the rock systems and formations in separate columns; also in another column the localities in Ireland where any of the systems or formations occur.

2. Describe granite—that is, its mixed character, origin, &c.

3. Describe basalt, do.

4. Describe sandstone.

5. Describe slate.

6. Describe calcite.

7. Describe felspar.

8. Describe hornblende.

9. Describe limestone, and how it may have been derived originally from granite rocks.

10. Describe an encrinite, and name its place in the organic kingdom.

11. Describe sigillaria, and name its place in the organic kingdom.

12. Describe a trilobite.

13. Describe a goniatite, its geological range, and its place in the organic kingdom.

14. Give a section of the rocks at the Cascade, Oughterard.

SECOND YEAR'S SCHOLARSHIP.

GERMAN.—*Examiner*, Professor Geisler, PH.D.

1. Translate into English :—

Maria.   [*Mit ruhiger Hoheit im ganzen Kreise herumnahend.*]
   Was klagt ihr ?   Warum weint ihr ?   Freuen solltet
Ihr Euch mit mir, dass mein Leiden nun
Nun endlich naht, dass meine Bande fallen,
Mein Kerker aufgeht, und die frohe Seele sich
Auf Engels flügeln schwingt zur ew'gen Freiheit.
Da, als ich in die Macht der stolzen Feindin
Gegeben war, Unwürdiges erduldend,
Was einer freien, grossen Königin
Nicht ziemt, da war es zeit, um mich zu weinen !
— Wohlthätig, heilend nahet mir der Tod,
Der ernste Freund ! Mit seinen schwarzen Flügeln
Bedeckt er meine Schmach—Den Menschen adelt,
Den tiefgesunkenen, das letzte Schicksal.
Die Krone fühl'ich wieder auf dem Haupt,
Den würd'gen Stolz in meiner edeln Seele !

Burleigh. Gerichtet ist schon längst.   Hier ist kein Urtheil
Zu fällen, zu vollziehen ist's.

Leicester. Leicht wäre mir's, wenn ich mich schuldig fühlte,
Das zeugniss einer Feindin zu verwerfen !
Doch frei ist mein Gewissen : ich bekenne,
Dass sie die Wahrheit schreibt !

Elisabeth. Sterben soll sie !
   Er soll sie fallen lohn und auch ihr fallen.
Verstossen unheilvoll das an meinem Herzen :
Fort ist die Liebe ; Rache füllt es ganz.
So hoch er stand, so tief und schmählich sei
Sein Sturz ! Er sei ein Denkmal meiner Strenge,
Wie er ein Beispiel meiner Schwäche war.

Talbot. Nicht Stimmenmehrheit ist des Rechtes Probe :
England ist nicht die Welt, Dein Parlament
Nicht der Verein der menschlichen Geschlechter.
Dies heut'ge England ist das künft'ge nicht,
Wie's das vergangene nicht mehr ist—Wie sich
Die Neigung anders wendet, also steigt
Und fällt des Urtheils wandelbare Woge.
Sag'nicht, Du müssest der Nothwendigkeit
Gehorchen und dem Dringen Deines Volks.
Sobald Du willst, in jedem Augenblick
Kannst Du erproben, dass Dein Wille frei ist.
Versuch's ! Erkläre dass Du Blut verabscheust,
Der Schwester Leben willst gerettet sein.
Zeig denen, die Dir anders rathen wollen,
Die Wahrheit Deines königlichen Zorns.
Schnell wirst Du die Nothwendigkeit verschwinden
Und Recht in Unrecht sich verwandeln sehn.

FRENCH.

Translate into French :—
   One morning, while Franklin was preparing his newspaper for press,
a lounger stepped into the store and spent an hour or more in looking
over the books, and finally, taking one into his hand, asked the shopboy

the price. "One dollar," was the answer. "One dollar!" said the lounger, "can't you take less than that?" "No, indeed; one dollar is the price." Another hour had nearly passed, when the lounger asked, "Is Mr. Franklin at home?" "Yes, he is in the printing-office." "I want to see him," said the lounger. The shopboy immediately informed Mr. Franklin that a gentleman was in the store wishing to speak with him. Franklin was soon behind the counter, when the lounger, book in hand, addressed him thus: "Mr. Franklin, what is the lowest you can take for this book?" "One dollar and a quarter," was the ready answer. "One dollar and a quarter! Why, your man only asked a dollar." "True," said Franklin, "and I could have better afforded to take a dollar than to be taken out of the office." The lounger (fisherman) looked surprised, and wishing to end a parley of his own making, said, "Come, Mr. Franklin, tell me what is the lowest you can take for it." "A dollar and a half" was the reply. "A dollar and a half! Why, you offered it yourself for a dollar and a quarter." "Yes," said Franklin, "and I had better taken that price then, than a dollar and a half now." The lounger paid the price, and went about his business, if he had any, and Franklin returned into the printing-office.

Translate into English:—

1.   *Barberousse.*—Non pas, certe!—Autrefois j'eus cette âme naïve,
Ma vie et les frayeurs de ma mère crédule,
Mes biens, mon petit champ par une pieté tremulé,
Mes études, mes goûts et mes livres amis,
J'ai tout sacrifié; sans bruit, sans plainte amome,
Avec enthousiasme, à la masse commune.
Oh! j'aimais mon pays d'un amour immense.
De ce plein dévoûment quel fruit m'est revenu?
Comment m'a-t-on su gré d'un travail sans relâche,
De l'ardeur de bien faire approuvée à ma tâche?
Calomnié; proscrit, je suis un traître, moi,
Républicain si pur et ci si bonne foi!
Qu'un autre désormais à ce peuple insensé
Prodigue un dévoûment ainsi récompensé.

Adieu donc, roman dévoué!
Dans un rayon du soir beau rêve épanoui!

Charlotte.—Ah! le projet, conçu d'abord avec orgueil,
Quand il faut l'accomplir, n'est plus vu du même oeil.
La résolution qui paraissait si fière,
S'arrête devant l'acte et redoute un arrière.
Jo no voyais de loin que le pays rougé;
Ce que je vois de près, c'est un homme égorgé.

Danton.—Ne courbez pas le front. Le coeur absent la main.
Vous vous êtes trompée; il est vrai; mais qu'importe!
Les magnanimes, seuls, se trompent de la sorte.
Ah! nul n'est pur; chacun a sa tache de sang;
Et qui n'ose rien faire, est le seul innocent.

PONSARD.—*Charlotte Corday.*

2.   Certainement; nous faisons aussi des tours, et souvent nous nous attrapons notre monde, mais nos mystifications sont d'une autre genre—c'est de faire franchement l'aveu de notre faute, de nous confondre, en excuses, de prétexter une erreur, une méprise—en fait d'éloges on n'est jamais mieux servi que par soi-même. Quant à moi, je l'ai supporté la

mieux du monde—que je prévenames—vous avez eues pour nous—lorsque vous viendrez à Paris vous me mettrez à même de prendre ma revanche—mais enfin, by truth ; tous ans voeux auront été comblés. J'en suis dans l'enchantement. Ma foi, que ces messieurs s'en tirent autrement comme ils pourront. Grâce à un activité je n'ai rien perdu et j'en ai été quitte cette fois pour la peur. Il ne nous manquait plus que cela. Le diable m'emporte si je suis ou donner de la tête. Oh ! j'y suis à présent—est-ce qu'il donnerait dans le piège, ou serait-il un complot !—mais que craignais-tu donc qu'il ne leur fût arrivé depuis ce matin qu'ils sont sortis de chez eux ! J'entends de bruit, tâchons d'éviter un éclat. C'est pour cela que je t'ai ermandé à leur pain—il y va de l'intérêt de tous. C'est une suite de votre étourderie, monsieur. Je viens vous annoncer que Mr. d'Herbelin, ne pouvant plus y tenir, est parti seul pour aller voir la mer. Oh ! quel maréchi d'enfarina ! N'importe, perdtons de ce moment—otelle la soirée désagréable qui vicut de se passer. Oh ! ah ! monsieur, que je vous dois d'estemes sur l'echt qui vient d'avoir eu lieu le meux lui !—je vais tâcher d'abord de vous tirer du danger, et je vous ferai après ma harangue—ni moi non plus, monsieur, je ne plaisante plus.

Le Voyage à Dieppe.

3. Allez dans le jardin, bras dessus, bras dessous. Ma foi ! je demandai des lettres de noblesse ! Ah ! dit il : et on le bât vous blesse ! Je me conduis en vrai gentilhomme, j'espère. Je ferai d'une pierre deux coups. Vous ne m'en voulez plus ! Mais, ma chère Diane, avait le cœur navré. J'y pourrai voir clair. Oh ! c'est une boutade—soyez généreuse ; faites un peu semblant de ne pas, me hait.

ÉMILE AUGIER—*Diane.*

SCIENCE SCHOLARSHIPS—SECOND YEAR.

Examiner, Professor ALLMAN, LL.D.

1. Find a point, such that the sum of the squares on the distances from it to five given points shall be a minimum.

2. Find the sum of the cosines of a series of angles which are in arithmetical progression.

Show that $\cos\theta + \frac{1}{5}\cos 3\theta + \frac{1}{5^2}\cos 5\theta + \ldots = \frac{1}{5}\log(\cot\frac{\theta}{2})$.

3. Draw an arc of a great circle from the vertex of a spherical triangle to the base, so that the tangent of its half shall be a mean proportional between the tangents of the halves of the segments of the base.

4. Prove that the volume of a cylinder circumscribed to a sphere is a mean proportional between the volumes of the sphere and of its circumscribed equilateral cone.

5. Find the area of the quadrilateral bounded by the lines
$y = mx$, $y = m'x$, $y = mx + b$, $y = m'x + b'$.

6. Find the condition which must be satisfied in order that two circles $x^2 + y^2 + 2gx + 2fy + c = 0$, $x^2 + y^2 + 2g'x + 2f'y + c' = 0$ may cut at right angles.

7. When will the locus of a point be a circle if the sum of the squares of the perpendiculars from it on the sides of a triangle be constant ?

8. Prove that:—

$$1 - n\frac{1+x}{1+nx} + \frac{n(n-1)}{\lfloor 2}\cdot\frac{1+2x}{(1+nx)^2} - \frac{n(n-1)(n-2)}{\lfloor 3}\cdot\frac{1+3x}{(1+nx)^3} + \&c. = 0,$$

n being a positive integer.

9. The roots of the equation

$$x^4 - px^3 + qx^2 - rx + s = 0 \text{ are } a,\ \beta,\ \gamma,\ \delta;\ \text{form the equation whose roots are}$$

$$a + \beta + \gamma + \frac{1}{a\beta\gamma},\ \ \beta + \gamma + \delta + \frac{1}{\beta\gamma\delta},\ \ \gamma + \delta + a + \frac{1}{\gamma\delta a},\ \ \delta + a + \beta + \frac{1}{\delta a\beta}.$$

10. Prove that the equation $x^n + rx^{n-p} + s = 0$ will have two equal

roots if $\left\{-\frac{r}{n}(n-p)\right\}^n = \left\{\frac{s}{p}(n-p)\right\}^{n-p}.$

SECOND YEAR'S MEDICAL SCHOLARSHIPS.

FRENCH.— *Examiner,* Professor Geisler, PH.D.

Translate into English:—

La multitude impatiente demandait la reddition de la forteresse. De temps en temps on entendait s'élever du milieu d'elle ces paroles: Nous voulons la Bastille! nous voulons la Bastille! Plus résolu que les autres, deux hommes sortirent tout-à-coup de la foule, s'enancèrent sur un corps de garde et frappèrent à coups de hache les chaînes du grand pont. Les soldats leur crièrent de se retirer ou ils menaçent de faire feu. Mais ils continuèrent à frapper et eurent bientôt brisé les chaînes, abaissé le pont, sur lequel ils se précipitèrent avec la foule. Ils s'avancèrent vers le second pont pour l'abattre de même. La garnison fit alors sur eux une décharge de mousqueterie qui les dispersa. Ils n'en revinrent pas moins à l'attaque, et pendant plusieurs heures tous leurs efforts se dirigèrent contre le second pont dont l'approche était défendue par le canon de la place. Le peuple, furieux de cette résistance opiniâtre, essaya de briser les portes à coups de hache, et de mettre le feu au corps-de-garde. Mais la garnison fit une décharge à mitraille, qui fut meurtrière pour les assiégeants et qui leur tua en blessa beaucoup du monde. Ils n'en devinrent que plus ardents; et secondés par l'audace et par la constance des braves Élie et Hulin qui étaient à leur tête, ils continuèrent le siège avec acharnement.

NATURAL PHILOSOPHY.—*Examiner,* Professor Curtis, LL.D.

1. Assuming the *Principle of Work,* determine the mechanical advantage in:—

(1) The wheel and axle (simple and compound);
(2) The screw (simple and compound);
(3) The two kinds of Barton's pulleys.

2. Two bodies are projected—one horizontally, the other vertically, with velocities, respectively, of 13 feet, and 16 feet per second; find their mutual distances after 3 seconds:—

(1) If they be projected contemporaneously;
(2) If the latter be projected 3 seconds after the other;
(3) If the latter be projected 3 seconds before the other.

3. Define the terms:—

(1) Co-efficient of *linear* expansion of heat;
(2) Co-efficient of *areolar* expansion of heat;
(3) Co-efficient of *cubical* expansion of heat;

and state the relations between them.

4. Define the terms:— (1) Thermal unit; (2) conduction of heat; (3) specific heat; (4) sensible heat; (5) latent heat. How may the *latent heat* of steam be converted into *sensible* heat?

5. Explain accurately the theory of the Leyden Jar, and describe the connexions which must be made in order to charge an *insulated* Leyden Jar by means of an *insulated* electrical machine.

6. Describe the several kinds of galvanic batteries, and state the advantages and disadvantages of each.

ZOOLOGY.—*Examiner, Professor Melville, M.D.*

1. State the characters of the amphibia.

2. Give a classification of fishes, and state the characters of the groups adopted.

3. State the characters of the order of reptiles.

4. Describe the structure of the stomach in ruminants.

5. Mention the families of the edentata, their characters and distribution.

BOTANY.—*Examiner, Professor Melville, M.D.*

1. Define the terms:—Coryub, cyme, endosperm, arillus.

2. Describe the structure of a monocotyledonous stem.

3. Describe the structure and functions of stomata.

4. State the characters of the sub-orders of compositæ.

5. Describe the structure of the flower in the genera:—Malva, salix, orchis.

ANATOMY AND PHYSIOLOGY.—*Examiner, Professor Cleland, M.D.*

1. Define and describe areolar tissue, fascia, aponeurosis, ligament, and tendon.

2. Describe the process of ossification in cartilage.

3. Describe the functions of the skin, and state the effects of covering the skin with an impermeable coating.

4. Describe the gastric juice and its properties.

5. Describe the different varieties of nerve-fibre.

6. Describe the series of changes which takes place in striped muscular tissue after death.

PRACTICAL ANATOMY.—*Examiner, Professor Cleland.*

1. Give a full description of the first rib.

2. Describe the curves of the radius and ulna, and the shape and comparative size of their shafts in the upper and lower parts of their extent.

3. Describe the vomer and its articulations.

4. Describe the ligaments and movements of the articulations in which the under surface of the astragalus takes part.

5. Describe the structure and attachments of the flexor longus digitorum pedis, including the structural connections with other muscles; and point out the use of the musculus accessorius.

6. Describe the structure, attachments, and actions of the deltoid and coracobrachialis muscles.

THIRD YEAR'S SCHOLARSHIPS.

ANATOMY AND PHYSIOLOGY.—*Examiner*, Professor Cleland, M.D.

1. Name the secretions which act on the different classes of alimentary substances used as food, stating the nature of each action.

2. Describe the structure of lymphatics, both radicles and larger trunks.

3. Describe the rhythm of the heart's action, the characters of the contractions of the auricles and ventricles respectively, and the mechanism of the valves.

4. Describe the action of the air passages from the trachea to the air-cells of the lungs inclusive.

5. Recount the evidence as to the action of the spleen on the blood.

6. Describe the arrangement of the blood-vessels in the interior of the kidney.

PRACTICAL ANATOMY.—*Examiner*, Professor Cleland, M.D.

1. Describe the ligaments uniting the femur with the bones of the leg, and the condition of tension or relaxation of each in the different positions of the knee-joint.

2. Give a full description of the sheath of the rectus abdominis muscle.

3. Describe the attachments, structure, relations, and actions of the genio-hyoglossus muscle.

4. Describe the profunda femoris artery and each of its branches.

5. Describe the arrangement of the veins in the upper extremity.

6. Describe the position and relations of the stomach in its peritoneal connexions.

FOURTH YEAR SCHOLARSHIPS.

ANATOMY AND PHYSIOLOGY.—*Examiner*, Professor Cleland, M.D.

1. Describe the value of the following substances in the nourishment of the body:—Albumen, gelatin, starch, oil, and salt.

2. Describe the red and white corpuscles of the blood in man and other animals; their mode of travelling in the capillaries as seen in the web of the frog's foot, and the functions which they fulfil.

3. Recapitulate the facts with regard to the formation of glycogen or amyloid substance in the liver, and state the difference of opinion as to its destination.

4. Describe the evidence of experiment on the functions of the spinal cord.

5. Describe the development of the eye.

6. Describe the impregnation of the ovum, and the subsequent changes therein down to the appearance of the primitive groove.

SURGERY.—*Examiner*, Professor Browne, M.D.

1. Describe the symptoms, local and general, of acute inflammation of bone leading to abscess; the situation in which it is most commonly found, and the treatment to be pursued in its various stages.

2. What are the varieties of tumours in bone? Name those which are malignant, and those which are non-malignant.

3. What are the symptoms of auto-inflammation of the bladder? from what causes may it arise? and what would be the proper treatment?

4. What alteration takes place in the urine in acute and chronic disease of the bladder.

LAW SCHOLARSHIP—FIRST YEAR.

JURISPRUDENCE.—*Examiner,* Professor *Lupton, M.A.*

1. What, according to Austin, is a "command;" and what correlative notions are involved in that of command?

2. Distinguish between *laws proper* and improper, and mention the several groups into which Austin divides laws proper and improper, and the respective characteristics of each.

3. Define "sovereignty," and mention and distinguish between the several forms which sovereignty may assume.

4. What is Austin's definition of a *right,* and in what respects is it defective?

5. How does Maine describe the genesis of law?

6. Define and explain the nature and office of *legal fictions, equity,* and *legislation,* respectively.

7. How do you account for the early period at which the tutelage of males amongst the Romans terminated on the one hand, and for the perpetual tutelage of women on the other?

8. Sketch the history of *natural obligations* in Roman law.

9. Define *Dominium, Possessio, Servitus, Emphyteusis, Accessio, Usucapio,* and *Heres.*

10. Explain accurately the nature of civil process under the Roman system of Formulae.

SECOND YEAR.

JURISPRUDENCE AND CIVIL LAW.—*Examiner,* Professor *Lupton, M.A.*

1. How does Austin divide the field of law? Contrast his division with that adopted by the Roman Institutional writers, and point out the exact nature of, and objections to the latter.

2. Explain accurately the distinction between rights *in rem* and *in personam.*

3. What, according to Austin, is the nature and value of the distinction between Public and Private Law?

4. Contrast and state the Roman conceptions of *Dominium* and *Possessio.*

5. Define contract; and distinguish between contract, obligation, pact, and promise.

6. Describe exactly, as regards *status* and rights of property, the position of a woman married (*a*) by co-*emptio,* (*b*) by the consensual marriage.

7. Distinguish between real and personal servitudes, and mention the chief incidents of each.

8. What was the true meaning of a disposition in fraud of creditors, and what were the opinions held by Roman Jurists as to the necessity of a fraudulent intention?

9. What was the *Jus accrescendi?*

10. What were the several kinds of *Peculia* known to Roman law?

THIRD YEAR.

Examiner, Professor Lupton, M.A.

1. How does Austin distinguish between *ratio legis* and *ratio deci-dendi?*

What is the precise meaning of the maxim—*cessante ratione legis, cessat lex ipsa?*

2. What, according to Austin, is the nature and value of the distinction between Public and Private law?

3. Explain exactly what "Absolute Duties" are.

4. Sketch the early and later history of the *Jus Gentium.*

5. Define and sketch the history of *natural obligations* in Roman law.

6. Distinguish between *Fictacia, Pignus,* and *Hypotheca,* and mention the principal legal incidents of each.

7. What were the rules of the Roman law as to the vesting of legacies?

8. (*a*.) A borrows from B a valuable book to prepare for an examination, and lends it to C without B's knowledge or consent; while C is in possession of it the book is destroyed by fire.

(*b*.) The facts are the same as before, except that the book, instead of being borrowed by A, is deposited with him by B for safe custody.

What, if anything, according to Roman law, is the liability of A in each of the foregoing cases?

9. (*a*.) A slave stipulates to build a ship for Titius within a year gratuitously ; Sempronius becomes *fidejussor* for the performance of the contract, which is broken.

(*b*.) The contract and facts are as before, except that the slave is to receive an adequate price for building the ship.

What in each of the above cases are the remedies, if any, of Titius?

10. Define *injuria,* and say what obligation is created.

THIRD YEAR'S ENGINEERING SCHOLARSHIP.

NATURAL PHILOSOPHY.—*Examiner,* Professor Curtis, LL.D.

1. In a screw-press two equal and opposite forces, each amounting to 5 lbs., are applied at the two extremities of the handle, the entire length of which is one foot, while the distance between two consecutive threads of the screw is $\frac{1}{12}$ inch ; find the pressure produced.

2. The height of a smooth inclined plane is 3 feet, and its base is 4 feet ; a body starts from the top of the plane with a velocity of 16 feet per second, and slides down its entire length ; find the duration of the motion and the final velocity.

3. The radii of the two cylinders of a Bramah press are 2 inches and 6 inches respectively, a force is applied to the smaller one by means of a lever, whose mechanical advantage is 8 ; calculate the pressure transmitted to the larger piston.

4. Find the radius of the spherical surface of a plano-convex lens of glass, whose focal length is the same as that of a double convex lens of water, the radius of each surface of which is 8 inches.

5. Describe the *lunar method* of finding the longitude at sea.

6. Explain the principal of the *voltameter.*

7. Explain the principle of *Barker's mill,* and of *Hero's engine.*

8. A body of weight w, and specific gravity s, where s is greater than unity, is attached to a string and immersed in a vessel containing water without touching the vessel, while the string is held in the hand; calculate the tension on the string.

9. What formula, adapted to the Fahrenheit scale, connects the pressure, volume, and temperature of a given weight of a gas?

10. By what observation has it been proved that the transmission of light is not instantaneous?

SENIOR SCHOLARSHIP.

MATHEMATICS.—*Examiner, Professor Allman, LL.D.*

1. Find the number and situation of the real roots of the equation
$$x^4 \cdot_4 x^3 - 3x^2 - 3x - 3 = 0;$$
approximate to the root which lies between 1 and 2.

2. Investigate the conditions that a function of two independent variables shall have a maximum or minimum value.

Apply this method to determine the maximum and minimum values of the distance from a given point to a given surface, and show that on each second there are two points whose distance from the surface is neither a maximum nor a minimum.

3. Find the evolute of the hypocycloid $x^{\frac{2}{3}} + y^{\frac{2}{3}} = a^{\frac{2}{3}}$.

4. Find the condition that the general equation of the second degree shall represent a cone.

5. Find the equation of the surface generated by a straight line which moves on three straight lines which are all parallel to the same plane.

6. Show that through a given point there can be described three surfaces of the second degree confocal with a given one, an ellipsoid, and the two hyperboloids.

7. Investigate the functional equation, and the equation in partial differences of conoidal surfaces.

8. Prove that the sum of the reciprocals of the radii of curvature of two normal sections of a surface, which are at right angles to each other, is constant.

9. Find a curve such that the product of the perpendiculars from two fixed points on a tangent is constant.

10. Integrate the differential equation :—
$$x \frac{d^2 y}{dx^2} + y = y^2 \log x; \quad x - y \frac{dy}{dx} = a \left(\frac{dy}{dx} \right)^2; \quad \frac{dx}{2y - 5x + e^x} = \frac{dy}{x - 6y + e^y} = dt.$$

11. Integrate the partial differential equations :—
$$\frac{dz}{dx} = \frac{y}{z + z}; \quad (x - a) \frac{dz}{dx} + (y - t) \frac{dz}{dy} = z - c; \quad z - x \frac{dz}{dx} - y \frac{dz}{dy} = a \{x^2 + y^2 + z^2\}.$$

12. Investigate the solution of the linear differential equation with constant co-efficients when the second member is cypher.

Ex. $\dfrac{d^4 y}{dx^4} + \dfrac{d^2 y}{dx^2} = 2y.$

NATURAL PHILOSOPHY.—*Examiner, Professor Curtis, LL.D.*

1. Describe the two systems of graduation employed in hydrometers of variable immersion ; establish the formula, $\lambda = k \left(\dfrac{1}{z} - 1 \right)$, applicable to each system ; and explain the method of determining the value of k for a given instrument.

2. How does the theory of capillarity enable us to exhibit a surface, whose principal curvatures are equal and opposite?

3. How may the weight thermometer be employed for determining the co-efficient of expansion of a solid?

4. What is meant by *selective emission* and *absorption* of heat? Give an instance, and mention an analogous phenomenon with regard to light.

5. Explain the nature of the bands produced by a pair of French mirrors, and describe Provost Lloyd's modification of the experiment.

6. What tests would you employ to discover whether a given beam of light be plane-polarized, elliptically-polarized, or in the condition of ordinary light?

7. Why does an electrometer give an indication of the charge on a Leyden jar?

8. Determine the law of—

    (1.) The quadrant electrometer.
    (2.) Coulomb's electrometer.
    (3.) The electrometer derived from Coulomb's by introducing a *bifilar* arrangement.

9. How would you determine, by means of a *dip needle*, the magnetic meridian, and the magnetic dip, and compare the intensities at different times?

10. How would you determine the *internal* resistance in a given galvanic cell?

11. How does Gaugain's tangent galvanometer differ from the ordinary one? State its advantages and disadvantages, and describe the form of multiplier adapted to it.

12. How has Koenig availed himself of the phenomenon of resonance to render the analysis of sounds visible?

NATURAL HISTORY.—BOTANY.—*Examiner,* Professor MELVILLE, M.D.

1. Various modes of cell-formation.
2. Phenomena of irritability in plants.
3. Function of nutrition in plants.
4. Impregnation and development in *coniferæ*.
5. Reproduction in lichens, mosses, and ferns.

ZOOLOGY.—*Examiner,* Professor MELVILLE, M.D.

1. Orders of fishes.
2. Families of ungulata.
3. Orders of crustacea.
4. Characteristics of hydrogen.
5. Sketch of cranial skeleton.

SENIOR ARTS SCHOLARSHIP.

POLITICAL ECONOMY.—*Examiner,* Professor LUPTON, M.A.

1. State correctly the economical meaning of wealth.

2. What is the relation of statistics to political economy?

3. "The period for which capital must be advanced is subject to no general rule, but has a tendency to be prolonged when profits are low, and shortened when they are high."

Examine and illustrate.

4. "The wealth of a country cannot be increased by giving equal values for equal values."

Point out the fallacy in this view of foreign trade.

5. "Nor must it be forgotten that a part of the taxes received by the government of our country is often paid by the inhabitants of another."

Examine this proposition.

6. What are the causes which in the progress of society tend to increase or reduce the current rate of profit?

7. What effects would you anticipate upon the foreign trade of France from the payments made by her to Germany for war expenses?

8. How does an increase in the rate of discount operate to check a foreign drain of bullion? Illustrate from recent events.

9. What are the advantages of paper money, and can its use be indefinitely extended?

10. What, if any, would be the economic effect of opening the practice of the learned professions to women?

SENIOR LAW SCHOLARSHIP.

Examiner, Professor LUPTON, M.A.

1. How does Austin distinguish between *ratio legis* and *ratio decidendi?*

What is the precise meaning of the maxim—*cessante ratione legis, cessat lex ipsa?*

2. What is Austin's view as to the distinction between *written* and *unwritten* law?

3. What is the nature, and what the authority of customary law.

4. "Libertinorum autem status tripertitus antea fuerat."

Explain, and point out how each status was attained.

5. Distinguish between *Fulvius, Piguus,* and *Hypotheca,* and mention the principal legal incidents of each.

6. (*a.*) A slave stipulates to build a ship for Titius within a year gratuitously; Sempronius becomes fidejussor for the performance of the contract, which is broken.

(*b.*) The contract and facts are as above, except that the slave is to receive an adequate price for building the ship.

What in each of the above cases are the remedies, if any, of Titius?

7. What is meant by *domicile?* State the different kinds of domicile, and the tests by which they are determined.

8. How do you account for the different rules as to the capture of an enemy's property on land and at sea?

9. What is meant by Monarchy, and how does Hallam show that the English Monarchy was never absolute?

10. What is meant by Privilege of Parliament? Enumerate the chief privileges of the two Houses of Parliament respectively?

SESSIONAL EXAMINATIONS, 1873–74.

ENGLISH LITERATURE.—*Examiner,* Professor Moffatt, LL.D.

1. Why is Leibnitz regarded as having first recognised the true basis for the Comparative study of Languages?

What was the importance of the study of Sanscrit for the beginning of the Science of Comparative Philology?

Give the etymology of the term Sanscrit; and explain the origin of the terms ;—the Aryan family, the Classical languages, the Romance group.

2. Distinguish between the Morphological and the Genealogical system of Classification; and explain the principle upon which the former proceeds.

3. On what grounds does Professor M. Müller assert that "Grammar is the true criterion of relationship in language"?

Can you show that English is a mixed language in Grammar as well as in Vocabulary?

4. Explain the following passages, which occur in Burke's Reflections on the French Revolution :—

(*a.*) Our Constitution knows nothing of a magistrate like the *Justicia* of Arragon.

(*b.*) The troll of their categorical table might have informed them that there was something else in the intellectual world besides *Substance* and *Quantity.* They might learn from the catechism of metaphysics that there were eight tenable terms.

(*c.*) At this malicious game they display the whole of their *quadrimanous* activity.

5. Explain the allusions in the following passages :—

(*a.*) This sort of discourse does well enough with the lamp-post as its second.

(*b.*) If the King and Queen of France had fallen into our hands, they would have been treated to another sort of triumphal entry into London. We have formerly had a King of France in that situation.

(*c.*) Had Nero or Agrippina, or Louis XI., or Charles IX., been the subject ; if Charles XII. of Sweden, after the murder of Patkul, or his predecessor Christina, after the murder of Monaldeschi, had fallen into your hands ; your conduct would have been different.

(*d.*) The managers of the confiscated lands have reversed the Latmian kindness to the landed property of Index.

(*e.*) The learned Academicians of Lapata and Balnibarbi.

(*f.*) The Scripps of funds and actions.

6. Describe the origin and effects of Assignats ; and give the date of their first issue, and of their impression.

7. What were the bases of Representation adopted by the National Assembly?

In what did the National Assembly differ from the Parliament, and in what from the States General?

8. Give the substance of the passage cited by Burke from Aristotle, in which Democracy and Tyranny are compared ; and of the passage quoted from Tacitus in which an important principle of Roman Colonization is referred to.

9. Give the contexts of the quotations commencing :—

> Still as you rise, the *state* exalted too,
> Finds no distemper when 'tis changed by *you.*

> May no such storm
> Fall on our times, where ruin must reform.

Name the authors of these lines.

10. Give the meaning, and the etymology or history, of the following words :—

Mortmain, Machiavellian (policy), Maroon (slaves), Mob, Alembic, Limbus Patrum, Positive (Law), Galelie, Tontine, Quarantine.

11. Give the chronological limits of the second of Mr. Palgrave's four periods of English Lyrical Poetry.

What are the distinctive characteristics of this period, and who are its most eminent representatives?

12. Give an outline of L'Allegro and Il Penseroso.

Quote from these poems allusions to Orpheus, Plato, Chaucer, and the Ancient and Modern Drama.

13. Name the authors of the poems that begin with the lines quoted below :—

(a.) The glories of our birth and state,—
(b.) Queen and Huntress, chaste and fair,—
(c.) Go, lovely Rose !
(d.) The forward youth that would appear,—
(e.) Gather ye rose-buds while ye may,—
(f.) How happy is he born and taught,—
(g.) The World's a bubble, and the Life of Man,—

14. Write notes on the following passages in *Childe Harold* :—

(a.) Lausanne ! and Ferney ! ye have been the abodes
     Of names which unto you bequeath'd a name :—
(b.) The spouseless Adriatic mourns her lord,
     And, annual marriage now no more renew'd,
     The Bucentaur lies rotting unrestored :—
(c.) The Suabian sued, and now the Austrian reigns—
(d.) In Santa Croce's holy precincts lie
     Ashes which make it holier.
(e.) But where repose the all Etruscan three ?

15. Quote the references to Scipio, Sylla, Cicero, Livy, Virgil, and Horace.

16. His heart more truly knew that peal too well
    Which stretch'd his father on a bloody bier,
    And roused the vengeance blood alone could quell :
    He rush'd into the field, and, foremost fighting, fell.

In what battle did the Father fall ?
And in what the Son ?

1. What rules should you observe in reading Chaucer, so as to preserve the harmony of his verse ?

Give a metrical analysis of the following lines :—

> Whan that Aprille with his schoures swoote
> The droughte of Marche hath perced to the roote,
> And bathud every veyne in swich licour,
> Of which vertue engendered is the flour ;
> When Zephirus eek with his sweete breethe
> Enspirud hath in every holte and heathe,—

2. Explain the following passage :—

   (*a.*) And evermore he hadde a sovereign pris,
         And though that he were worthy he was wys,—

   (*b.*) Ful ofte tyme he had the lord bygonne,—

   (*c.*) A Monk there was, a fair for the maistrie,

   (*d.*) For of his spechte daungerous he dygne,—

   (*e.*) And yet this manciple sette hore aller cappe.

3. Write notes on the meaning or etymology of the following words :—
Achatour, lodemanage, mormal, parvis, samoutione, yeldinges.

4. Explain the sense, or the allusions, of the following passages :—

   (*a.*)   The golden round
     Which fate and metaphysical aid doth seem
        To have thee crowned withal.

   (*b.*) My thought, whose murder yet is but fantastical,
     Shakes so my single state of man that function
        Is smothered in surmise.

   (*c.*)   Carried to Colmekill,
     The sacred storehouse of his predecessors,
        And guardian of their bones.

   (*d.*)   Come, Fate, into the list,
     And champion me to the utterance.

   (*e.*) The title is afford.

5. Give the meanings and derivations of as many as you can of the following words :—Aroint, harbinger, weird, limbec, incarnadine, jovial, brinded, broiled, incnechant, coign, wassail, hurly-burly.

6. Cassar says :—" Come on my right hand, for this ear is deaf"; and Brutus says of Cæsar :—" He hath the falling sickness." Had Shakspere any authority for these statements ?

Have the words " *Et Tu Brute* " any historical foundation ?

7. In the following passage (spoken by Cassius of Cæsar) :—
      —That same eye, whose bend doth awe the world
        Did lose his lustre—

How do you account for the employment of *his* for *its*, and what is the history of the latter form ?

8. Explain the following passages :—

   (*a.*) Cæsar doth bear me hard ; but he loves Brutus :
     If I were Brutus now, and he were Cassius,
        He should not humour me.

   (*b.*)   But 'tis a common proof
     That lowliness is young ambition's ladder.

   (*c.*) And the complexion of the element
     In favour's like the work we have in hand,
        Most bloody, fiery, and most terrible.

9. Explain the following passages :—

   (*a.*) And courage never to submit or yield,
     And what is else not to be overcome.

   (*b.*)   We are at most
     On this side nothing.

   (*c.*) The sounding alchemy by heralds' voice explain'd.

   (*d.*) A universe of death, which God by curse
     Created evil, for evil only good.

   (*e.*) Belike though impotence or unaware.

10. Explain the following expression:—The empyreal heavens, the *Appendix.* unessential night, the buxom air, the parching air burns frore, embryon *No. 5.* atoms.

11. Of what passages in the Greek or Latin Classics do the following *Scotland Examina-* extracts remind you? *tions.*

(a.) Rifled the bowels of their mother earth
For treasures better hid.

(b.) Wlttlle overhead the Moon
Sits arbitress,—

(c.) His tongue
Dropt manna, and could make the worse appear
The better reason,—

(d.) Showers on her kings barbaric pearl and gold,—

12. Write notes on the following proper names :—Busiris, Thammuz Ophiuchus, Demogorgon, Arimaspian.

13.
When Argo pass'd
Through Bosporus betwixt the justling rocks,
Or where Ulysses on the larboard shunn'd
Charybdis, and by th' other whirlpool steer'd.

Write a note on the spelling of the word "Bosporus." What are the justling rocks"? Point out the difficulty which meets us in this account of the navigation of Ulysses, and show how it may be removed.

14. Refer the following lines to their contexts :—

(a.) Those thoughts that wander through eternity,—

(b.) For eloquence the soul, song charms the sense,—

(c.) Havoc and spoil and ruin are my gain.

15. And fast by hanging in a golden chain
This pendent world—

Show that the "pendent world" does not mean the Earth. What does it mean?

16. Notice the chief "defects and faults" of *Paradise Lost*, according to Dr. Johnson.

ENGLISH LANGUAGE.—*Examiner, Professor Moffett, LL.D.*

1. Give an account of the present Vocabulary of the English Language with respect to the following particulars ; (a). Its various constituent ingredients or Immediate Sources ; (b). The relative proportions of the two chief ingredients, with the classes and character of the words which they respectively include.

2. Mention any words or terminations in the names of places which indicate the occupation of the country as a former period by foreign races.

Is there any evidence in the English language itself, showing that the Normans were the conquering race, and the Saxons a subject population ?

3. Criticise the spelling of the following words :—Sybil, eyren, pigmy, putrify, subtile, cypher, cotemporary, diocess, dispatch, hypothenuse, camomile, canvas.

4. Correct or justify the following sentences :—

(a.) Will I light the fire, or do you think fires too soon in the year at this season ? We would readily take it for much later, if we were to judge from the weather being so cold.

(b.) Just to thy word, in every thought sincere ;
Who knew no wish, but what the world might hear.

(c.) Dr. Marsh sends the bearer of this letter to the hospital, who, he hopes, will be attended to,

H

(d.) Swift, but a few months later, was willing to have hazarded all the horrors of a civil war.

(e.) Who was that said so?

5. What is Macaulay's "Ideal of History"? What does he reckon "the most valuable qualities of an Historian"?

6. Macaulay refers to Montesman and Andmadpar, with what purpose? Give a short account of these personages.

7. Give the date of the death of Aurungzebe; and describe the political condition of India after that event.

What parallel to this national disintegration does Macaulay find in early European history?

8. How does Macaulay refer to Nadir Shah?

9. In concluding his summary of Clive's career, Macaulay writes:—"His name stands high on the roll of conquerors. But it is found in a better list, in the list of those who have done and suffered much for the happiness of mankind." Assuage what men, eminent in military and civil history, does he rank him?

10. Explain the following terms:—Rupee, lakh, cavee, jaghir, zemindar.

11. In what context do the following names severally occur, and when do they originally appear?—Ugolino, Captain Bobadil, Monsieur Jourdain, Turcaret, and Sir Matthew Mite.

12. State in what year Warren Hastings was born, in what year he first set out for India, when he became Governor-General, when he finally returned home, when his Impeachment commenced, and when it terminated.

13. Reproduce as fully as you can Macaulay's description of the Trial.

14. Explain what allusions in the following lines:—

> What gave great Villiers to the assassin's knife,
> And foxed disease on Harley's closing life?
> What harden'd Wentworth, and what exiled Hyde,
> By kings protected, and to kings allied?
> What last their wish indulged in courts to shine,
> And power too great to keep, or to resign?

15. Write on the allusion of Gray's Elegy that respectively commence with the following lines:—

(a.) The breezy call of incense-breathing Morn,

(b.) The boast of heraldry, the pomp of power,

(c.) Some village-Hampden, that, with dauntless breast,

(d.) On some fond breast the parting soul relies,—

16. Quote as many lines as you remember from the tributes to English Poets in the Progress of Poesy.

17. Explain the historical references in the following passage:—

> Fill high the sparkling bowl,
>   The rich repast prepare;
> Reft of a crown, he yet may share the feast:
>   Close by the regal chair
> Thirst and Famine scowl
> A baleful smile upon their baffled Guest.
>   Heard ye the din of battle bray,
> Lance to lance, and horse to horse?
> Long years of havoc urge their destined course,
> And through the kindred squadrons mow their way.

Ye Towers of Julius, London's lasting shame,
With many a foul and midnight murder fed,
Revere his Consort's faith, his Father's fame,
And spare the meek Usurper's holy head.

18. Give the dates of Goldsmith's Traveller and Deserted Village. State the subject and the plan of the former poem, quoting illustrative passages.

19. In the following passages :—

But me, not destined such delights to share,
My prime of life in wandering spent and care;
Impell'd, with steps unceasing, to pursue
Some fleeting good, that mocks me with the view ;
That, like the circle bounding earth and skies,
Allures from far, yet, as I follow, flies;
My fortune leads to traverse realms alone,
And find no spot of all the world my own.

(a.) What is the government of "me" in the first line ?
(b.) What is the case of "impell'd" in the third, and why ?
(c.) What is the nominative case to "flies" in the sixth ?
(d.) And what is the mood and government of "find" in the last ?

20. Quote lines from The Traveller and Deserted Village in which the following words respectively occur :—Arno, Apennine, Arcadian, Britain, France, Campania, Oswego, Altama, Torno.

21. Distinguish the lines contributed by Johnson to The Traveller and The Deserted Village.

HISTORY.—*Examiner, Professor Moffett, LL.D.*

1. State succinctly the nature of the titles to the Crown possessed by the following sovereigns :—Elizabeth ; James I. ; William and Mary ; and George I.

Explain and examine the historical statement of Hallam :—" No private man could have recovered an acre of land without proving a better title to it than the house of Stuart could make out to the throne of England."

2. Examine the rise, constitution, jurisdiction, and abolition of the Court of Star Chamber.

Give some notable instances in which it exercised unconstitutional powers over the privileges of the subject.

3. Give a short account of Wentworth, Fairfax, and Pym ; and show how each influenced the history of his time.

4. What were the "graces" promised by Charles I. to the Irish ? Hallam considers that with respect to these the King emulated the most perfidious tyrants ?

5. Explain the terms :—The Military Petition ; the Arminian controversy, Erastianism ; the Barebones Parliament ; the Cabal.

6. Enumerate the principal Acts affecting Religious Liberty passed in the reign of Charles II.

7. Write a note on the following lines :—

The Statesman we abhor, but praise the Judge.

8. Distinguish between the Declaration of Rights and the Bill of Rights.

To what unconstitutional acts of James II. does the Bill of Rights refer ?

9. Explain the following remarks of Hallam with regard to the Bill of Rights:—

(a.) It contained as near an approach to a generalisation of the principle of resistance as could be admitted with any security for public order.

(b.) Except in one article, it took away no legal power from the Crown.

10. What is the origin of the annual Mutiny and Appropriation Acts; and what is their effect upon our system of Government?

11. Give some examples of Impeachments by the House of Commons, with dates.

Why have such Impeachments been rare in later times?

12. What Englishmen were illustrious in the 17th century (a) as Historians; (b) as Statesmen; (c) as Warriors?

13. Give an account of the Massacre of Glencoe.

14. "On the 15th of May, 1702, war was proclaimed by concert at Vienna, at London, and at the Hague."

What was the origin of this war?

What were its effects on English politics, and how did it terminate?

15. What was the Scottish Act of Security?

What was the Scottish Claim of Right?

16. Date, and briefly indicate the significance of the following events:—

(a.) Battle of Banker's Hill.

(b.) Action of Princeton.

(c.) Convention of Saratoga.

What part was played in the American struggle for independence by Samuel Adams, Benjamin Franklin, and Arthur Lee, respectively?

17. Explain the terms Brehon Law; the English Pale; Tanistry; Gavelkind; Gossipred.

18. Date the Statute of Kilkenny; and Poyning's Law; and give the main provisions of each.

19. What events or circumstances make the following years remarkable in the history of Ireland?—

1719; 1724; 1745; 1768; 1782.

20. State the immediate causes of the Thirty Years' War.

21. Give a brief sketch of the career and character of Richelieu.

22. What strikingly contrasted events in the career of Frederick the Great are referred to in the following extracts?—

(a.) Never did the career of a great commander open in a more inauspicious manner.

(b.) In the short space of three-quarters of a year he had won three great battles over the armies of three mighty and warlike monarchies, France, Austria, and Russia.

23. Pitt described the peace of Aix-la-Chapelle as "unskilful, hasty, and conceding." Give the date, and state the leading provisions of this Treaty.

24. Sir W. Napier says:—"The Treaty of Tilsit gave Napoleon a commanding position over the potentates of Europe." Give the date, and state the leading provisions of this Treaty.

25. Explain the following terms which occur in the history of France:—

The Day of the Dupes; paulotte; lit de justice; taille; dixième; chambre ardente; pacte de famine; la jeunesse dorée; The Hundred Days.

LOGIC.

1. Give *three* definitions of Logic, and state which you prefer.

2. Define Denotative and Connotative terms.
   (*a.*) What classes of terms are Denotative only?
   (*b.*) What classes are Connotative only?
   (*c.*) What class is both Denotative and Connotative?

3. In a series of common terms arranged in subordination, the Connotation increases as the Denotation decreases, and *vice versâ*. Explain this statement, and illustrate your explanation by an example.

4. Enumerate the Predicables, and give a definition of each.

5. Give every possible converse of the following propositions:—
         All old men were boys;
         Two straight lines cannot enclose a space.

6. Deduce the rules of Contrariety and Subcontrariety from those of Subalternation and Contradiction.

7. Prove that while two Singular Premises warrant a Conclusion, nothing follows from two Particulars.

8. What various reasons have been assigned for the rejection of the Fourth Figure?

Prove that in this Figure:—
   (*a.*) If either Premise be Particular, it must be Affirmative.
   (*b.*) If either Premise be Negative, it must be Universal;
   (*c.*) If the Conclusion be Universal, it must be Negative.

9. Examine whether IAI, EIO, AEE, and IEO are valid or invalid in each of the Figures.

10. Examine the following arguments:—
   (*a.*) None but warm countries produce wine; Spain is a warm country; It therefore produces wine.
   (*b.*) Every exotic plant is interesting; Not a few such plants are useless; Therefore few things that are useless are also interesting.

11. Define Ultratotal Distribution of the Middle Term, and give an example.

Are the reasonings founded on this principle to be classed *in themselves* as Syllogisms?

12. Give an example of AOO in the Figure where it is valid, and reduce it *ostensively*.

13. Give an example of OAO in the Figure where it is valid, and apply *Reductio ad Impossibile.*

14. State and illustrate the spurious modes of reasoning in Conjunctive Syllogisms, and *prove* their invalidity.

15. If Dr. Lardner's calculations had been correct, Transatlantic steam-navigation would have been impossible; but it has been found possible: the calculations were therefore erroneous.

State this argument as Camestres, and reduce thence to Celarent.

Show also that it may be stated in Barbara.

16. Define and illustrate Dilemma; and state wherein Fowler's account of the Dilemma differs from that of Whately.

17. Distinguish fully the two forms of Sorites, and include both under one definition.

State and prove the rules of each form.

Specify the minimum and the maximum number of Syllogisms into which a Sorites is resolvable.

18. Define Chance and Probability.

When there are several independent arguments, each separately prov-

ing the probability of the same conclusion, how do you estimate their *cumulative* force?

19. Define and illustrate Circumstantial Evidence; and point out its *logical* defect.

20. Define and illustrate Analogy.

On what does the value of this mode of Inference depend?

What is the Fallacy of False Analogy?

21. Explain the following Canons, and name their authors:—

Nota notæ est nota rei ipsius.

Contentum contento est contentum continentis.

22. Define Fallacy: give a classification of Fallacies; and explain the following terms:—

Ignoratio Elenchi, Fallacia Accidentis, Argumentum ad populum, Argumentum ad hominem; Fallacy of Division and Composition.

23. Distinguish between Petitio Principii and Arguing in a Circle.

Examine the allegation—that every Syllogism is a Petitio Principii.

24. Define Logical Division: state its rules, and apply them to the following instances:—

Discursive thought may be divided into the Term, Judgment, and Syllogism.

Notions are Concrete, Singular, and Universal.

Propositions are Affirmative, Negative, and Universal.

METAPHYSICS.—*Examiner, Professor Moffett, LL.D.*

1. How does Aristotle define Philosophy and Metaphysics?

What is the province of Metaphysics, according to Bacon?

Explain Hamilton's remark—that "the result of Kant's Criticism was the abolition of the Metaphysical Sciences."

2. Why, according to Kant, has Metaphysical Science not advanced in the same manner as the higher branches of Physics, Mathematics, &c.?

On what grounds does Kant rest the importance of the study?

What different grounds are assigned by Hamilton?

3. What is Mind, according to Aristotle, Descartes, Kant, and Mill, respectively?

4. Is there any difficulty of proving the existence of other finite Minds upon the Psychological Theory?

5. Into what great divisions have the Mental phenomena been arranged by Plato, Aristotle, Descartes, and Kant?

6. State and examine Sir W. Hamilton's distribution of the Faculties of Knowledge.

7. Give Hamilton's division of the Sensations; of the Feelings; and of the Sentiments.

8. What is meant by the Automatic or Reflex system?

What is the apparatus of the Muscular Sense?

9. What philosophers have contributed to the discovery of the nature of this Sense?

9. What is meant by the distinction between Original and Acquired perceptions of Sight?

How does Berkeley endeavour to prove that the knowledge of Distance is not immediate?

10. What opinions have been entertained as to the number of separate visible objects between which the attention of the mind can be simultaneously divided?

11. What is Matter, according to Descartes, Leibnitz, Faraday, and Mill? *Appendix, No. 2.*

12. State the points of difference between the Primary and Secondary Qualities of Matter. *Sectional Examinations.*

13. Explain what is meant by the Principle of Causality; and show its absolute certainty.

14. State and examine Hume's account of the nature of Causation.

15. How far were the principles of Hume the result of the systems which had preceded him?

How were these principles met by Reid?

How by Kant?

16. What is meant by the Association of Ideas?

What are the principal circumstances which determine it?

By what other kinds of Association, besides that of Ideas, are we influenced?

17. What is the Supreme Law of Association, according to Hamilton?

18. Examine the theory of Association in reference to the Beautiful. What is Kant's theory of the Beautiful?

19. Examine the doctrine of Berkeley with regard to External Perception; and compare his theory with that of Malebranche.

20. "The appearance of Kant's Kritik is the great era of Modern Philosophy." How do you account for the great influence of this work?

21. Distinguish in the language of Kant between Analytic and Synthetic Judgments, and between the two classes of Synthetic Judgments.

22. Explain the process of *schematizing* notions in Kant's system.

23. State and criticize Locke's definition of Knowledge.

24. Compare the proofs of S. Anselm, Descartes, Locke, and Kant, for the Existence of God.

How does Kant criticize the Ontological proof?

POLITICAL ECONOMY.—*Examiner*, Professor Lupton, M.A.

1. Describe accurately the functions discharged by *labour* in the production of wealth.

2. Show that wealth consumed in luxuries is not capital, and does not assist production.

3. Enumerate the advantages and disadvantages of producing on a large scale.

4. In what different senses is the term "wages" employed?

5. In what sense is it true, and how do you show, that the rate of profit depends upon wages?

6. Explain accurately in what way prices may be said to depend on demand and supply.

7. Define *cost of production*, and show in what sense the price of freely produced commodities may be said to be regulated by cost of production.

8. Deduce the law of *rent* as regulated by competition.

9. What are bills of exchange, and in what way do they perform the functions of money?

10. How does foreign commerce affect the prices of exports and imports?

JURISPRUDENCE.—*Examiner, Professor Lupton,* M.A.

1. What is the distinction between *law* and *morality*?

2. Explain the use of the historical method in the study of jurisprudence.

3. Explain the method of inquiry adopted by Austin in his treatise on jurisprudence.

4. Positive law proceeds from a determinate source. What do you mean by a determinate source?

5. What is the exact meaning of the " law of persons "?

6. What is the precise meaning of the proposition " the state can have no rights against its own subjects "?

7. Trace the history of the Roman equity, and point out analogies in English equity jurisprudence.

8. What is the philosophic value of English case law, and what is Roman analogue?

9. In what respect was the more recent Roman law of guardianship more favourable to females than males?

10. Trace the history of the Roman law of wills.

CIVIL LAW.—*Examiner, Professor Lupton,* M.A.

1. Give an account of the *Corpus Juris Civilis* of Justinian, and compare with it, as to arrangement, the *Corpus Juris Canonici*.

2. State exactly the meaning of the *jus personarum* and *jus rerum* of the Institutes.

3. " Libertini were of three sorts :—1. Cives Romani. 2. Latini sive Juniani. 3. Dedititii." Explain fully.

4. State and explain the impediments to a just marriage under the Roman law.

5. What were the duties of a tutor in respect of his ward and his estate.

6. What are the several kinds of *possessio*, and what tests of *possessio civilis* have been suggested?

7. What conditions should concur in order to render *traditio* an effectual conveyance of ownership (*dominium*)?

8. What were the personal servitudes of the Roman law, and what were their respective incidents, and how were they created?

9. " *Pactivus est pacilis pensaio quam filius-familias vel servus a rationibus patrueli aut dominium reperitem habet.*"

Explain, and enumerate the different kinds of peculia, and their respective characteristics.

10. What originally was the distinction between *nexempio* and *prescriptio*, and what were the nature and incidents of the prescription of Justinian?

FIRST YEAR—PASS.

GREEK.—*Examiner, Professor D'Arcy Thompson,* M.A.

XENOPHON.—*Memorabilia.*

1. Translate the following passages :—

(a) καὶ ὁ Σωκράτης ἔφη· θαυμαστὸν γε λέγεις, ὦ Χαιρέφωτε, εἰ σύνα γέ, εἰ σου ἣν ἐπὶ προβάτοις ἐπιτήδειος καὶ τοὺς μὲν ποιμένος ἑπεκλάσε, σὺ δὲ προφέρειν ἐχαλέπαινεν, ἁμίλησεν ἂν τοῦ ἀργίζεσθαι ἕτερόν σε ποίησε τραπένειν αὐτὸς, τὸν δὲ ἀδελφὸν ἔφη· καὶ· μέγα ἂν ἀγαθὸν εἶναι ὅσα τοδε

σὲ οὖν ἐεῖ, ἐπίστασθαι ἐ ὁμολογεῖν καὶ εὖ ποιεῖν καὶ εὖ λέγειν οἷς ἐνεχω-
ρεῖς μηχανᾶσθαι, ὅπως σὺ δὲ βελτίστος ἔσεσθαι. καὶ ὁ Χαιρεκράτης, Δέδοικα,
ἔφη, ὦ Σώκρατες, μὴ οὐκ ἐν ἐμοὶ ᾖ τοσαύτην γνώμην σχεῖν, ὥστε Χαιρεφῶντα ποιῆσαι
πρὸς ἐμὲ οἷον δεῖ. καὶ μὴν οὐδ᾿ ἐν ποικίλον, ἔφη ὁ Σωκράτης, οὐδὲ καινόν
τι χρῆναι αὐτὸν, ἀλλ᾿ οἷς ἐμοὶ δοκεῖ, μηχανᾶσθαι, οἷς καὶ αὐτὸς ἐπίστασαι αὐτὸς
οἴομαι ἄν αὐτὸν ἀλλότα περὶ πολλοῦ ποιήσθαι σε. οὐκ ἂν ἐν φθάνοις, ἔφη,
λέγων. εἰ τι ᾔσθησαί με φίλτρον ἐπιστάμενον ὃ ἐγὼ εἰδὼς λέληθα ἐμαυτον;
λέγε δὴ μοι, ἔφη, εἴ τινα τῶν γνωρίμων βούλοιο κατεργάσασθαι, ὁπότε θύοι,
καλεῖν σε ἐπὶ δεῖπνον, τί ἂν ποιοίης; δῆλον ὅτι κατάρχοιμι ἄν τοῦ αὐτὸς,
ὅτε θύοιμι, καλεῖν ἐκεῖνον.—(II., iii., 9–11.)

(b.) καὶ ὁ Χαιρεκράτης εἶπεν· ἦττά λέγεις, ὦ Σώκρατες, καὶ οὐδαμῇ ὁμοία
σοῦ, δὲ γε κελεύεις ἐμὲ νεώτερον ὄντα καθηγεῖσθαι. καίτοι τούτου γε παρὰ
πᾶσιν ἀνθρώποις τἀναντία νενόμισται, τὸν πρεσβύτερον ἡγεῖσθαι πάντος καὶ
ἔργου καὶ λόγου. πῶς; ἔφη ὁ Σωκράτης· οὐ γὰρ καὶ ὁδοῦ παραχωρῆσαι τὸν
νεώτερον τῷ πρεσβυτέρῳ συντυγχάνοντι πανταχοῦ νομίζεται, καὶ καθημένων
ἀναστῆναι, καὶ κοίτῃ μαλακῇ τιμῆσαι, καὶ λόγων ὑποεῖξαι; ἀγαθέ, μὴ
ἄκνει, ἔφη, ἀλλ᾿ ἐγχείρει τὸν ἄνδρα καταπραΰνειν· καὶ πάνυ ταχύ σοι ὑπα-
κούσεται. οὐχ ὁρᾷς ὡς φιλότιμός ἐστι καὶ ἐλευθέριος; τὰ μὲν γὰρ πονηρὰ
ἀνθρώπια οὐκ ἂν ἄλλως μᾶλλον ἕλοις ἢ εἰ τι δοίης, τοὺς δὲ καλοὺς κἀγαθοὺς
ἀνθρώπους προσφιλῶς χρώμενος μάλιστ᾿ ἂν καταργάσαιο. καὶ ὁ Χαιρεκρά-
της εἶπεν· ἐὰν οὖν ἐμοῦ ταῦτα ποιοῦντος ἐκεῖνος μηδὲν βελτίων γίγνηται;
τί γὰρ ἄλλο, ἔφη ὁ Σωκράτης, ἢ κινδυνεύσεις ἐπιδεῖξαι σὺ μὲν καλός τε καὶ
φιλάδελφος εἶναι, ἐκεῖνος δὲ φαῦλός τε καὶ οὐκ ἄξιος εὐεργεσίας; ἀλλ᾿ οὐδὲν
οἶμαι τούτων ἔσεσθαι, ἀλλ᾿ οἶμαι αὐτόν, ἐπειδὰν αἴσθηταί σε προκαλούμενον
ἑαυτὸν εἰς τὸν ἀγῶνα τοῦτον, πάνυ φιλονικήσειν, ὅπως περιγένηταί σου καὶ
λόγῳ καὶ ἔργῳ εὖ σὲ ποιῶν.—(II., iii., 15–17.)

Note.—Point out an irregularity of grammatical construction in the
clause—ἐκεῖνος δὲ φαῦλός εἶναι.

1. Give the chief tenses of the following verbs—γίγνομαι, ἐγ-
χειρέω—ἀλίσκομαι—ἐρχήσε—ῥήγνυμι—ρήξω—ἔχω—
τίθημι—αἰσθάνομαι—λαμβάνω.

3. Compare the adjectives—καλός—ἀγαθός—αἰσχρός—κακός—μέγας
—ἀληθὴς—γλυκύς—μέλας—πολύς—σωφρός—φιλόδος—εὐδαίμων.

4. Compare the adverbs according to the first four of the adjec-
tives as enumerated in the preceding exercise.

5. Write in full (and in contracted form for the first three) the present
tense, indicative and subjunctive, of τιμάω—φιλέω—δηλόω—
τίθημι—εἴσημι.

6. Give four instances of active transitive verbs whose future active
has a middle or reflective form.

7. Write out in full the singulars of ποιήσας—ἐράκων—τέρψας—ἱππεῖ—
ἰχθύς.

8. Mention as many peculiarities as you can, wherein Greek, to your
knowledge, differs from any other language.

FIRST YEAR—HONORS.

GREEK—*Examiner*, Professor D'Arcy Thompson, M.A.

HOMER—*Iliad*.

1. Translate the following passage:—

ὡς δ᾽ ὅτ᾽ ἐν αἰγιαλῷ πολυηχέϊ κῦμα θαλάσσης
ὄρνυτ᾽ ἐπασσύτερον Ζεφύρου ὕπο κινήσαντος·
πόντῳ μέν τε πρῶτα κορύσσεται, αὐτὰρ ἔπειτα
χέρσῳ ῥηγνύμενον μεγάλα βρέμει, ἀμφὶ δέ τ᾽ ἄκρας
κυρτὸν ἐὸν κορυφοῦται, ἀποπτύει δ᾽ ἁλὸς ἄχνην·
ὣς τότ᾽ ἐπασσύτεραι Δαναῶν κίνυντο φάλαγγες
νωλεμέως πόλεμόνδε.   κέλευε δὲ οἷσιν ἕκαστος
ἡγεμόνων· οἱ δ᾽ ἄλλοι ἀκὴν ἴσαν—οὐδέ κε φαίης
τόσσον λαὸν ἕπεσθαι ἔχοντ᾽ ἐν στήθεσιν αὐδήν·—
σιγῇ δειδιότες σημάντορας· ἀμφὶ δὲ πᾶσιν
τεύχεα ποικίλ᾽ ἔλαμπε, τὰ εἵματα ἐστιχόωντο.   (IV., 422-432.)

2. Write in Attic forms the words—οὔνομα—στείνω—στενάχω—
δεδμήατο—τετίηα—ἐστι—ἀκούετον—δείδιμεν—ἐρριμμένω—προσαύ-
ζετο—εἴρετο.   Give the English, and, where requisite and possible, the compo-
sition or derivation of the following words—πηός—ἐυστή—εὐτριβής—
μαιμώεντα—τηλεγέτοιο—ζώοντος—ἀερσίπους—ἀχνη—περιπλήθην—ἠπέ-
τρα—ἀρηΐφιλ—αἷμων.

THUCYDIDES, Book VI.

4. Translate the following passage, and briefly annotate such expressions as seem deserving of special notice:—

Δαελὴ ἐς τὸ δίκαιον πρός τε ὑμᾶς καὶ πρὸς τοὺς ἐνθάδε ἡμαν
πείσετε λέγοντες ξυμμαχίαν εἶναι ὑμῖν πρὸς ᾽Αθηναίων· ἦν γε ἐπὶ τοῖς
φίλοις ἐπιέναισθε, τῶν δὲ ἐχθρῶν ἦν τις ὑμᾶς ἴῃ, καὶ τοῖς γε ᾽Αθηναίοις
βοηθεῖν, ὅταν ὑπ᾽ ἄλλων, καὶ μὴ αὐτοὶ ὥσπερ νῦν τοὺς πέλας δουλῶσθε, ἐπὶ
οὐδ᾽ οἱ ῾Ρηγῖνοι ὄντες Χαλκιδῆς Χαλκιδέας ὄντας Λεοντίνος ἐθέλουσι ξυγ-
κατοικίζειν.   καὶ δεινὸν εἰ ἐκεῖνοι μὲν τὸ ἔργον τοῦ καλοῦ δικαιώματος ὑπο-
πτεύοντες ἀλόγως σωφρονοῦσιν, ὑμεῖς δ᾽ εὐλόγῳ προφάσει τοὺς μὲν φύσει
πολεμίους βούλεσθε ὠφελεῖν, τοὺς δὲ ἔτι μᾶλλον φύσει ξυγγενεῖς μετὰ τῶν
ἐχθίστων διαφθεῖραι.   ἀλλ᾽ οὐ δίκαιον, ἀμύνειν δὲ καὶ μὴ φοβεῖσθαι τὴν
παρασκευὴν αὐτῶν· οὐ γὰρ ἣν ξυστῶμεν πάντες δεινή ἐστιν, ἀλλ᾽ ἤν,
ὅπερ οὗτοι σπεύδουσι, τἀναντία διαστῶμεν, ἐπεὶ οὐδὲ πρὸς ἡμᾶς μόνους ἐλ-
θόντες καὶ μάχῃ περιγενόμενοι ἔπραξαν ἃ ἐβούλοντο, ἀπῆλθον δὲ διὰ τάχους.

5. Translate the following passage, and briefly annotate such expressions or constructions as may appear deserving of special notice:—

SOPHOCLES—*Electra*.

κεῖνος δ᾽ ἀπαρχὰς ἐγχέων ὀρθρων ἔχων
ἔφραντ᾽ ἀπ σύριγγος, ἐκλύων δ᾽ ἀπὸ
στσφαλον ἵππων ἔργα τῶν προσειπίων·
καὶ πρὶν μὲν ὀρθὰ πάντας ἑστάναι δίφρους
ἔπειτα δ᾽ ἀλλήλαισι δυσλόφ συγτυχα
πᾶλα δὲ φόρνωσα, ἐκ δ᾽ ανεστράφη
τελοῦντες ἐστιν ἡξδόφ· ἤ᾽ ἤδη φρενῶν

μίνυνθα συμπέσοιεν Ἀχαιίδας ὅμως·
ἐάνπόθεν ἄλλως ἄλλων ἐξ ἐσθ κακοῦ
Θήρας κλῆσίτε τι, τόδε δ' ἐσίμπτατο
ναυκληρίαν Κρεσίων ἴσσωσίν πόλιν.
γνοὺς δ' οὔ 'Αθηνᾶν δεινὸς φρωστρόφος
ἴξω παμφεγγῆ καινωσρίσα σαφὲς
εἰδῶσιν· ἔσκετον ἐν μέσω καιδμένον.
ἔλναυν δ' ἱσχντος μὲν, δετίρας ἔχων
πύλιας 'Ομήτας, τῇ τίλα νίστα ἄφρων·
ὕπως δ' ὀρ' αἴαισεν τὸν Ἑλλασμήνων,
ἄξον δι' ὅτων εἴαλῶν ὑνείσσος θοᾶς
πύλιας δεΐσεις, κείξεῖάσαντι ξυνᾶ
φλωνήτερ, τόν' ἄλλοι, ἀλλοὶ δίωσιν
εὔρα τραξΕλλων ἱππωσίαν ἐγίμάτων.—(720 740.)

6. Translate the following passages, and annotate briefly expressions
deserving of special notice:—

EURIPIDES—*Iphigenia in Aulide.*

(a.) οἰσθ' ὅσ' ἰστεσίδαξεν ἄγχαν ἀανισίλας πρὸς Ἰλιον,
τῷ δακλ̇ω μὲν οὐχὶ χρήζων, τῷ δὲ βούλεσθαι θλαν,
ὡς πνστωνὸς βρᾶτε πλέον, ἐξεῖδὲς προσθύγχανον
καὶ θάρας ἔχων ἀνάσσειν τῆς θίλασεν ἀμουνᾶν,
καὶ διλοὴς πρόσαγαυ ἦλξε πλάεν, νεὶ μὴ τις ἔλλας,
τοῖς τρόπτος ξητῶν τρέασθαι τὸ φιλύτιμον ἐκ μέσον·
κἣγ' ἐναὶ κατέχεις ἀχμήν, μανεβάλλαν ἄλλους λόγους
τοῖς πᾶλιπ οἰσαύτ' ἔπει τοῖς νῦν ἐγὰ φανθύμς ρᾶνη,
δυστυχύσιντος ἴσα τι κληβραν σπλανος· διιᾳ δ' οὗ χμήν
τὸν ἀγαθῶν πράσσντιν μηδὲ τοὺς τρᾶτος μεθαστάναι,
ἀλλ' εἰ βλίζοψι εἶναι τότιι μάλιστα τοῖς φίλοις
ἠνίζ' ἀφέλεν δύλατεν ἑωστὰ ἱστσύπγγν.—(387–348.)

(b.) σίσφρας δὲ φύσιν βρατίν,   *ant.*
δεάφρκα δὲ τράπο· τό δ' ἄρι-
θῆκ ἐσθλῶν ἐσήρς κἀεὶ·
τρᾶφαί δ' αἱ παιδωαέγαι
μέγα φίρονσιν εἰς ἀρετήν,
τό τε γὰρ αἰδέσθαι σοφία,
τὰν τ' ἐξαλλάσσασαν ἴχ·
χάριν ὑπὸ γνώμης ἐσαρᾶν
τὸ ἤκον, ἔνθα δύξα φύρει
κλύος ἀγήριστεν βιστᾶ.
μέγα τι θηράσαι ἀρετήν,
γυναιξὶν μὲν κατὰ Κύπριν
κρυπτάν, ἐν δ' ἄνδρᾶσιν ἀ' αἴ·
κόσμος ἐνῶν ὁ μυριηπλη·
θὴς μείζω πόλαν αὔξει.—(558–573.)

SECOND YEAR—HONORS.

GREEK.—*Examiner*, Professor D'Arcy Thompson, M.A.

1. Translate the following passages:—

HOMER—*Odyssey.*

(α.) Δάμεν δ' ἵστι σὺ μοι λίαρμις ἱστων
Ἱστσως δ' εἰς' Ἰθάκην σῖκ θήμωσι, σὺ κ' αὐτὴ
ἰνδῆλε λεύῶω ἀγολγῶ· σὲ γὰρ πεδίσω ἀνώσσης
εὐρίος, ᾗ ἴσι μλε λοτέξς·πολλὴς, τοὶ δὲ κὐψομον

περὶ τε ζωῆ τ' ἠδ' ἐλευθερίᾳ καὶ λευκῶν.
ἐν δ' Ἰλίῳ μὲν ἐν δρῶσιν ὀψόγε μὲν ἐκ λευμᾶρ
ἀὔχθένες, καὶ μᾶλλον τεθρώπος ἐπεκρίθησαν.—(V., 600-602.)

(h.) τὴν μὲν ἄρ' ἐκχρόφησε ρέγα κοῖτον, τηλίθι δ' ὄμμῃ
κεῖμαι τ' εἰσελάτου θύσω τ' ἀπὸ σήσων ἀλλὰ
σπαιρόντων ὅ τ' ἔνων ἀπολλάνων ἔσι ἐκλῇ,
ἰστίον ἱστεωρμάγω χρησάνὴ γοραν' ἄρημον.
Ἰλίος δὲ σπεῖ ὁρᾷ τρήστος τιμήδιου,
ἀλλήλῳ τ' ἀὔτγωθε τε καὶ σπούδασμα τοιούτων
ἔσθα δὲ τ' ἐμεμος γεραφύστερεμα εἰσιτέουσιν
σκόπτ' ἐξ ἐγαής τε τειρήμικιατεί τε καρίωσι
εἰσθωσι, τρήστα πολλάσιαν ἔργα γενοίμας.
δ' δ' αὐτὰ σαλάνωνα περὶ σπόλεω γλασσρμός
ἀργαῖς ψθάσιν, ταθίμα δ. σπωλάρχων
κρύσια δ' Παλτη σπᾶμος ἄρον ὕδατι λευκῶ,
πληγῆσι ἀλλήλων τεπραθρύελα ἀπῃθεὶ ἀλλά.
θυμὸν δὲ λαμφρίοτες σαλεσσέῃσιν ὕπὶ θλάσσων
θύλασον ἔσθα ν' ἔσωτα καὶ ὁλίγωντε ἕστα λύκων
ὑψηραντε ἰδὼν καὶ τερφθῆσι φυσιτὲ ζἧσι.—(V., 69-74.)

DEMOSTHENES.—*Olynthiacs.*

2. οὐ δὲ θαυμαστῶν ἐστιν, εἰ στρατιώτωντιος καὶ πασῶν λεπτὸς σᾶτε καὶ πᾶμέν ὶς
ἅπαν, καὶ παρὰ καμάν καμῶν γμεῖ ἄγον πισμάτασιν ἠμῖν μᾶλλόντων οἱ θεφηλιᾶτμε ια
πανθτύσομαντω παρηγγείνα.   οὐδὲ παμάλλα ταῦτ' ἐφ' τμῶντ' ἀν θει ῶ δε θατμα-
τὸν, εἰ μηδὲν πααῶνντε ἡμεῖς δὲ τῆς πολεμαίσι σεμαίσει τὰ πάντα παφατεία ὁ
θαῖρ τωλαῖ πασϊμνων οἱ Λακεδαιμονίοι μὲν αστε, εἰ πολαλἡμηῖς τιλῆ δια
τῶν' Αθηναίων διαπλεία ἀνιρμετε, νὖν καὶ δὴ ἐίίς, πληγαίσντε πολλιὴ σᾶτε οἷα
ἦθι μᾶλλαντα, ἀλλ' ἐλ δ λαα τήρεσι πὴρ δικαίων, ὅς ἰφάτωι ἰριντα καν θαπίνιέη εἰσίε-
ρσας καὶ πγωστιᾶτστε στμοιαίμοντα, νὖν δ' ὰκιτέ ἔσιτσα καὶ ἐσίς ἀφατισαι εἰσιι-
σήις τῆς πειλίπου ασίη δετινέ ἀπγαμᾶ, καὶ ψῦ ὁ μνοιπ' σακωτε αδμάσισ σίσεννε
καὶ φάζ' ὲτα σᾶτανε λασσεῖσα τε ρήμα. τε ἀλ᾽ ἐς ἰ' πΦί⎯ρ δ' ἀσαλεστυσαι εἰηιθ-
θαιραῖσω, οἷ ἔσις τσιγ' ἰχοθῦι, καὶ μηίε ὲλ λαγὼν, ἐς μᾶτε δ τε θαπέ τατσίσ ε
πᾶνω σταλαμασᾶντα ρὶχεν θαλμντζα σοὶ τ ρασίσαντα λμων γ ρσὰ δαλαντ σἶε σ̣τ α.
μενομ' ἀλλήλοις, ρισοῦντω, πλανΠλεεσου, σιῆ θεσ τσῆστε ΐσερ νσῦ πασοίσιν
ἄπωε σ χρηστα καθ' ἀγιος τ' ἀλλήλων ἐς κρήπτα πῶω τ τρώτερμ. ὕς
δὲ δ τι μὲν φαμμαία, νὖν λείστ τοῦ τοῦ πεμίνω λιστσ' δντ τρηαι, ὅ τὶ δὲ
τὶ σᾶμαῖς αὐτὰν ἐν ἡμᾶν ἐγῶν τι σᾶν' πτσ' σὶ τμρίσα.

HERODOTUS, Book II.

3. τοῦ δὲ λαβήμοτον ταθῶτα ἰδέσης τσοσῶντε θίτωστε ὲτι μᾶζω παφύτγενα ἤ Μοῦχ-
καεῖνσιο λήροκ, παρ' ὡς ἢ λαβήμοντα σῆι σἰκοῖσμετε, τὰς σὰ πελσμήρτε τ̤ς
σῆ ρμζων σῃσιννε ἐξιτύτεε τὰ σμρῖσιων, σωφήτασε γλύντεν ἐὰσνε, οἷα καὶ σῆ
Αἰγύσσωι ἡ ρφ τσ θηλασστωῦ αὔτῃ δ· ῥμη ῖ κτ μῇ τ λήγνς γσὲ δἀργσ· τᾶ σεσαρῖμ
λσᾷ ἰλθσῃ, τσῆ βαλπσέσα σἶτσ πνίσῃ, σῃτσιτ̣ρστὰ δηλανν τ̣ ιφτσρὶνσἷα. ὅτι τε χρηματιζεῖ ἰσιε
καὶ εἰμαντὶ, αὐτῇ λέσ. ὰ γιρ μᾶν γ ἡ λήγνς τε τσηνσλ' ἐς ὲσσθε ὲῶ σωφμίσιησ,
ἐπιτε λήγρς σεσαρῖμ τσῆ ἡ' ἰσσὶν ἀχνμσ Ἱκσεσαι τσια ετὶεὰ ἐξσίνσων.·
ὑπᾶσδει μὲν σῆι σᾶμνοι καὶ τετρχσιμρ· τὸ δὴ ΐσιμ τς δ' ΐσι ψσῖμι αὐστσ
ἐνσῆσῃ, τσ δὲ λνσμα τσῆτ' αὐτσ' σισλῇ αὐσσῶ. τὸ δὲ Νλσηε δᾶ καιστ ἰψσσμσσ ρῃ, οἷ
τᾶ μὲν ρᾶμ λᾶι λαν ἰν τῆς λήγις, τᾶ δὲ μᾶιστ ἰξ δε τε Νῖλῖσα ἔστσ σοῦ.
μὲν ἡμᾶς ἴδη, οἷ τᾶσε ρεσ τῆ ρ μέμγι ἰν τι βασιλήσσσι τωφίσ τ' ὑμῶνσσησ λχἐτσω
ταλανστϋτ ἀγγεῖκι τς εἰς ὲχῖσιν, ἐκπία δὲ τὸ τε ἔξσ μῇ αὐτὶν, εἰοση ρέμσα.—(149.)

HONORS—FIRST YEAR.

Examiner, Professor ALLMAN, LL.D.

1. The sides of a triangle pass through three given points, which lie in a straight line, and two vertices move on given straight lines; find the locus of the third vertex.

2. Prove that the altitude of the greatest equilateral triangle that can be circumscribed about a given triangle is

$$\left\{ a^2 + b^2 - 2ab\cos\left(\frac{\pi}{3} + C\right) \right\}^{\frac{1}{2}},$$

where *a* and *b* are any two sides of the triangle and C the included angle.

3. A, B, C, D are four points on the surface of a sphere, and *θ* denotes the angle which the arcs AB, CD form at their intersection; prove that
$$\cos AC \cos BD - \cos AD \cos BC = \sin AB \sin CD \cos\theta.$$

4. If *θ* denote the angle which the arc joining the middle points of the sides of a spherical triangle makes at the base (*c*) produced; prove that $\tan\theta = \frac{\tan\frac{1}{2}E}{\sin\frac{1}{2}c}$, where E is the spherical excess.

5. Prove Gregory's series :—
$$\theta = \tan\theta - \frac{1}{3}\tan^3\theta + \frac{1}{5}\tan^5\theta - \dots$$

6. A cone is circumscribed to a sphere, and its height is double the diameter of the sphere, prove that the total surface and the volume of the cone are respectively double of those of the sphere.

7. Prove that the cube of a polynomial 3*c* = *a* + *b* + *c* is given by the formula:—
$$(\Sigma a)^3 = \Sigma a^3 + 3\Sigma a^2 b + 6\Sigma abc,$$
where $\Sigma a = a + b + c \dots \dots a + 1.$

8. Solve the equations.
$x^4 - 4x^3 - 6x^2 + 36x - 27 = 0$, which has equal roots ;
$x^4 - 8x^3 + 14x^2 + 8x - 15 = 0$, the roots of which are in arithmetical progression.

9. Transform the equation $x^3 + q\,x + r = 0$ into another, the roots of which are the squares of the differences of the roots of the proposed.

10. Through a fixed point P two lines are drawn, one fixed and the other moveable ; the former cuts two fixed intersecting lines in the points A and B, the latter cuts the same two lines in the points C and D ; find the locus of the intersection of AD and BC.

11. Find the co-ordinates of the foot of the perpendicular from the point $x'y'$ on the line $x\cos a + y\sin a - p = 0$; find also the length of the perpendicular ; the axes are supposed rectangular.

12. A chord of a given circle subtends a right angle at a fixed point within it; find the locus of the foot of the perpendicular from the fixed point on the chord.

SECOND YEAR.

MATHEMATICS—*Examiner*, Professor ALLMAN, LL.D.

1. Prove the following theorems in an ellipse :—

The sum of the squares of any pair of conjugate diameters is constant ;

The area of the parallelogram constructed on any two conjugate diameters is constant ;

The sum of the squares of the projections of any two conjugate diameters on either axis is constant.

2. Determine the foci of a conic-section by the general equation.

3. Find the locus of the poles of a given straight line with respect to a system of confocal ellipses.

4. A variable circle touches a given circle at a given point, a common tangent is then drawn to the two circles; show that the locus of the point of contact of this tangent with the variable circle is a discoid.

5. State and prove Leibnitz's theorem for the nth differential co-efficient of the product of two functions of x.

If $u = a \cos(\log x) + b \sin(\log x)$, prove that $x^2 \dfrac{d^2y}{dx^2} + x\dfrac{dy}{dx} + y = 0$.

Find also the relation between three consecutive differential co-efficients of y.

6. Find the number of tangents which can be drawn to a curve of the mth degree from a given point.

7. In the parabola, $y^2 = 4mx$, prove that

$$ a = 2m + 3x, \quad \beta = \frac{-2y^3}{\sqrt{ni}}, \quad \rho = \frac{2(m+x)^{\frac{3}{2}}}{\sqrt{m}}, $$

where a and β are the co-ordinates of the centre and ρ the radius of curvature.

8. Find the limit when n is infinite, of

$$\left\{ \sin\frac{\pi}{n} \sin\frac{2\pi}{n} \sin\frac{3\pi}{n} \cdots \sin\frac{n\pi - \pi}{n} \right\}^{\frac{1}{n}}.$$

9. Investigate formulæ of reduction for the following integrals:—

$$ \int \sin^m\theta \cos^n\theta \, d\theta; \quad \int \tan^n\theta \, d\theta; \quad \int \frac{dx}{(a^2 + x^2)^n}. $$

10. Find the following integrals:—

$$ \int \int \sqrt{\left(\frac{m+n}{x}\right)} \, dx; \quad \int \int \frac{dx}{x\sqrt{(a^{2n} + x^{2n})}}; \quad \int_0^\pi \frac{x^2 dx}{(a^2 - b^2 x^2)^{\frac{3}{2}}}; \quad \int_0^{\frac{\pi}{2}} \left(\text{vers}^{-1}\frac{x}{a}\right) dx. $$

THIRD YEAR.

1. Find the co-ordinates of the foci and also the length of the perpendicular drawn from a given point to a given plane; the axes being rectangular.

Find the length of the perpendicular from a given point to a given straight line passing through the origin.

2. Find the conditions that the general equation of the second degree should represent—(a) a cone; (b) a surface of revolution.

3. Prove the existence of rectilinear generators on the hyperboloid of one sheet. Show that there are two systems of such lines on the surface, and prove that—

   (a) Any two lines belonging to opposite systems lie in the same plane;

   (b) No two lines belonging to the same system lie in the same plane.

4. Prove that through a given point there can be described three surfaces of the second degree confocal with a given one ; show that these three surfaces cut at right angles.

5. Investigate the functional equation and the equation in partial differences of surfaces of revolution.

6. Find the equation which gives the principal radii at any point of a surface: take as example the surface $z = \frac{x^2}{2a} + \frac{y^2}{2b}$.

Appendix, Art. 8.

7. Integrate the differential equations :—

Sessional Examinations.

$$\frac{dy}{dx} + \frac{y}{(1-x^2)^{\frac{1}{2}}} = \frac{x + \sqrt{(1-x^2)}}{(1-x^2)^{\frac{1}{2}}} \; ; \; \frac{dy}{dx} + 2xy = 2a^2x^3 \cdot y^3 \; ; \; \frac{dy}{dx} - (x+y)^2 = a^2 \; ;$$

$$(x^2 + y^2) + (a + 2\sqrt{xy})\frac{dy}{dx} = 0.$$

8. Find the orthogonal trajectory of a system of circles touching a given straight line in a given point.

9. Prove the following theorems :—

$$f\left(\frac{d}{dx}\right)e^{mx} = f(m)e^{mx} \; ; \; f\left(\frac{d}{dx}\right)e^{mx}X = e^{mx}f\left(\frac{d}{dx} + m\right)X \; ;$$

$$x^n\frac{d^n u}{dx^n} = x\frac{d}{dx}\left(x\frac{d}{dx} - 1\right)\left(x\frac{d}{dx} - 2\right) \cdots \left(x\frac{d}{dx} - \overline{n-1}\right)u.$$

10. Integrate the differential equations :—

$$(x-y)^2\frac{dy}{dx} = y + (a-x)\left(\frac{dy}{dx}\right)^2 \; ; \; \frac{d^2y}{dx^2} + k^2y = e^x\cos kx \; ;$$

$$\left\{\frac{d^2z}{dx^2} + 5z + y = e^x, \; \frac{dy}{dx} - 3y - z = e^{2x}\right\}.$$

11. Integrate the partial differential equations :—

$$(n-x)p + (b-y)q = c - z \; ; \; z = px - qy + a\sqrt{(x^2 + y^2 + z^2)} \; ;$$

$$x\frac{dz}{dx} + y\frac{dz}{dy} + z\frac{dz}{dx} = xyz + \frac{xyz}{t}.$$

LATIN.—*Examiner, Professor Maguire, LL.D.*

Translate, adding brief remarks where you think necessary :—

1. LUCAN.

Lucus erat longo nunquam violatus ab aevo,
Obscurum cingens connexis aera ramis,
Et gelidas atè submotis solibus umbras.
Hunc non ruricolae Panes, nemorumque potentes
Silvani, Nymphaeque tenent, sed barbara ritu
Sacra deum, structae diris altaribus arae,
Omnisque humanis lustrata cruoribus arbor.
Si qua fidem meruit superos mirata vetustas,
Illis et volucres metuunt consistere ramis,
Et lustris recubare ferae ; nec ventus in illas
Incubuit silvas, excussaque nubibus atris
Fulgura : non ulli frondem praebentibus auris
Arboribus suus horror inest : tum plurima nigris
Fontibus unda cadit, simulacraque maesta deorum
Arte carent, caesisque extant informia truncis.
Ipse situs, putrique facit jam robore pallor
Attonitos : non vulgatis sacrata figuris
Numina sic metuunt ; tantum terroribus addit,
Quos timeant, non nosse deos. Jam fama ferebat
Saepe cavas motu terrae mugire cavernas,
Et procumbentes iterum consurgere luces,
Et non ardentis fulgere incendia silvae,
Roboraque amplexos circumfluxisse dracones.

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*Appendix,
No. 2.

Sectional
Examina-
tions.*

Non illum cultu populi præpinen frequentant,
Sed cæsore ibis: nusilo cum Vhoduia in aux cst,
Ant cochini una cum tenui, parvi ipso sacerdos
Accensa, dominumque thisct dependence luci.

2. LUCRETIUS, iii, 1066–1092.

Hoc se quisqua modo fugit: at quem, scilicet, ut fit
Effugere haud potis est, ingratis hæret et odit
Propterea, morbi quia causam non tenet æger ;
Quam bene si videat, jam rebus quisque relictis
Naturam primum studeat cognoscere rerum,
Temporis æterni quoniam, non unius horam,
Ambigitur status, in quo sit mortalibus omnis
Ætas, post mortem quæ restat cumque manenda.
Denique tanto opere in dubiis trepidare periclis
Quæ mala nos subigit vitæ tanta cupido ?
Certa quidem finis vitæ mortalibus adstat,
Nec devitari letum pote, quin obeamus.
Præterea versamur ibidem atque insumus usque,
Nec nova vivendo procuditur ulla voluptas :
Sed dum abest quod avemus, id exsuperare videtur
Cetera : post aliud, cum contigit illud, avemus,
Et sitis æqua tenet vitai semper hiantis.
Posteraque in dubioo fortunam ponat volat ætas,
Quaive ferat nobis casus quive exitus instet.
Nec possumus vitam ducendo demere hilum
Tempore de mortis nec delitare valemus,
Quo minus esse diu possimus forte peremti.
Proinde licet quotvis vivendo condumus æscla ;
Mors æternu tamen nilo minus illa manebit,
Nec minus ille diu iam non erit, ex hodierno
Lumine qui finem vitai fecit, et illo,
Mensibus atque annis qui multis occidit ante.

3. PLAUTUS—*Mostellaria*, II., i, 7–20.

Ecquis bonus est, qui faciem æquat aliquantum lucri,
Qui hodie meo excruciaut meum vivum præsidiü ?
Ubi sunt isti plagipatidæ ferritribeaus viri,
Vel isti, qui trium nummorum causa subeunt sub falaz,
Ubi ahqui quindenis ictibus æpum remultiga solent ?
Ego ahbo ad tunicum, priusma qui in cruces curraaverunt ;
Sed ea lege, ut obligautur hie pedes, hie brachia.
Qui medo tu, qui nos æquetum potio præsentariam.—
Sed ego summe ferilti, qui non currro curriculo domum ?
Phil. Adest oloisutum : censu Tranicuem ; a porta redit.
Tr. Philocletus ! *Phil.* Quid cst ? *Tr.* Ek egoc cu tu . . . . *Phil.*
Quid ? *Tr.* quid et tu ? *Tr.* Perit um ?
Phil. Quid ita ? *Tr.* Patre adest. *Phil.* Quid ego ex ted audio !
Tr. Absumti sumus.
Pater, inquam, tuus venit. *Phil.* Ubi is est, obsecro te ? *Tr.*
Adest. *Phil.* Adest !
Quis id sit ? Quis vidit ? *Tr.* Egomet, inquam, vidi. *Phil.*
Væ mihi !

Notice any pre-classical peculiarities in the play.

4. CICERO—*Pro Plancio, 22.*

Noli enim existimare non magnum quendam motum fuisse illius petitionis tuae, de quâ ne aliquid iurare desististi. Denunciasti homo adolescens quid de summa rei publicae sentires: fortius tu quidem quam nos nulli defuncti honoribus, sed spertius quam vel ambitionis vel aetatis tuae ratio postulabat. Quam ob rem in dissensione populo noli putare nullos fuisse quorum animos tua ille forte animus offenderet: qui in locum fortasse tuae tuo loco demovere potuerunt, providentem autem et praescrutem numquam orate moverbat. Are te illa argumenta duxerunt? Dubitatis, iuquit, quin octilis forti sit, quum urbis plausmque cum Plotio tuleris Plancina? An una feri potuerunt, si una tribus non tulissent?—At non nullas punctis paene totidem.—Quippe, quum iam facti quoque superioritas comitiis declaratique venissent; quumquam ne id quidem suspicionem coitionis habueret. Neque enim unquam maiores nostri auctioremum constituissent aedilicium, nisi viderent uciderae posse ut competitores pares suffragiis essent. Et sis prioribus comitiis Aniciuum a Plotio Pedio, Terentiua a Plancio tibi esse concessam : neminae ab utroque eas avulsas, in in angustum veniveut. Quam convenit nondum cognita populi voluntate hos, quos iam tum contuctos fuisse diciis, interuam quartae viam, vos adiuvennui, decisse : rcedere, quam iam esses experti quid valerent, restricitos et treucaes fuisse? In Etenim verebatur, credo, angustias, quasi res in contentionem sunt in discriruen aliquod posset venire. Sed tamen in A. Plotium, virum ornatissimum, in illum crimen vocando indices eum te adripuinm, a quo non sis rogatas? Nam quod questus es plures te testes habere de Voltinia quam quot in ea tribu puncta tuleris, indicas ant ees testes te producere, qui, quia numos acceperint, te praeterierint, ant te ea gratuita quidem eorum suffragia tulisse.

FIRST YEAR—PASS.

LATIN—*Examiner,* PROFESSOR MAGUIRE, LL.D.

1. Translate literally—

CICERO—*Ad Fam.,* i, 2.

Haec scripsi a. d. XVI. Kal. Febr. ante lucem. Eo die senatus erat futurus. Nos in senatu, quem ad modum spero, dignitatem nostram ut potest in tanta hominum perfidia et iniquitate retinebimus. Quod ad popularem rationem attinet, hoc videmur esse consecuti, ut ne quid agi cum populo aut sine auctoritate senatus aut sine auctoritate aut denique sine vi posset. De his rebus pridie, quam haec scripsi, senatus auctoritas gravissima interessisit : cui quum Cato et Canituius interessiment, tamen est perscripta. Eam ad te misam esse arbitror. De ceteris rebus quidquid erit actum scribam ad te et ut quam rectissime agantur omni ines cura, opera, diligentia, gratia providebo.

CAESAR—*De Bell. Gall.,* v, 1.

I. Domitio, Ap. Claudio consulibus discedens ab hibernis Caesar in Italiam, ut quotannis facere consuerat, legatis imperat, quos legionibus praefecerat, uti quam plurimas possent hieme naves aedificandas vero reque reficiendas current. Earum uodum formamque demonstrat. Ad celeritatem onerandi subductionesque paulo facit humiliores, quam quibus in nostro mari uti consevimus, atque id eo magis, quod propter

crebra commutationes æstuum nimis magnos ibi fluctus fieri cognoverat, ad onera, ad multitudinem tormentorum transportandam paulo latiore, quam quibus in reliquis utimur maribus. Has omnes actuarias imperat fieri, quam ad usum humilitas multum adiuvat. Ea, quae usui sunt ad armandas naves, ex Hispania adportari iubet. Ipse conventibus Galliae citerioris peractis in Illyricum proficiscitur, quod a Pirustis finitimam partem provinciae incursionibus vastari audiebat. Eo quum venisset, civitatibus milites imperat certumque in locum convenire iubet. Qua re nuntiata Pirustæ legatos ad eum mittunt, qui doceant nihil earum rerum publico factum consilio seseque paratos esse demonstrant omnibus rationibus de iniuriis satisfacere. Percepta oratione eorum Cæsar obsides imperat eosque ad certam diem adduci iubet; nisi ita fecerint, sese bello civitatem persecuturum denuntiat. His ad diem adductis, ut imperaverat, arbitros inter civitates dat, qui litem æstiment poenamque constituant.

Give the present, the infinitive, the perfect, the supine of every verb in the first passage; the nominative and genitive of the nouns in second.

FIRST YEAR—PREMIUM.

Translate, with brief notes where you think necessary :—

1. CATULLUS, lxiv., 43–62.

> Ipsius at sedes, rem腻ique opulenta recessit
> Regia, fulgenti splendebat auro atque argento.
> Candet ebur soliis, collucent pocula mensæ,
> Tota domus gaudet regali splendida gaza.
> Pulvinar vero divae geniale locatur
> Sedibus in mediis, Indo quod dente politum
> Tincta tegit roseo conchyli purpura fuco.
> Hæc vestis priscis hominum variata figuris
> Heroum mira virtutes indicat arte.
> Namque fluentisono prospectans litore Diæ
> Theseus cedentem celeri cum classe tuetur
> Indomitos in corde gerens Ariadna furores,
> Necdum etiam sese quae visit visere credit,
> Ut pote fallaci quae tum primum excita somno
> Desertam in sola miseram se cernat arena.
> Immemor at iuvenis fugiens pellit vada remis,
> Irrita ventosae linguens promissa procellæ.
> Quem procul ex alga mœstis Minois ocellis,
> Saxea ut effigies bacchantis, prospicit, eheu,
> Prospicit et magnis curarum fluctuat undis.

2. OVID.—*Metam.,* xiii., 123–130.

> Finierat Telamone satus.   Vulgique secutum
> Ultima murmur erat.   Donec Laertius heros
> Astitit, atque oculos paullum tellure moratos
> Sustulit ad proceres expectaque resolvit
> Ora sono.   Neque abest facundis gratia dictis.
> "Si mea cum vestris valuissent vota, Pelasgi,
> Non foret ambiguus tanti certaminis heres,
> Tuque tuis armis, nos te poteremur, Achille.

Quem quoniam non nequa mihi vobisque negarent
Fata,"—manuque timui veluti lacrimantia tersit
Lumina—" quis magno melius succedat Achilli,
Quam pater Aeneas Durnis accessit Achilles?
Huie modo ne prosit, quod, uti ea, hebes esse videtur
Neve mihi nocent, quod vobis semper, Achivi,
Profuit ingenium. Mequit haec facundia, siqua est,
Quae nunc pro domino, pro vobis saepe locuta est,
Invidia carest. Bona nec sua quisque recuset."

3. TACITUS—*Ann.*, xiii., 24.

Fine anni statio cohortis adsidere ludis solita demoveretur, quo maior
species libertatis esset, utque miles theatrali licentiae non permixtus
incorruptior ageret, et plebes darec experimentum, an amotis custodibus
modestiam retineret. Urbem princeps iussurit ex responso haruspicum,
quod Iovis ac Minervae aedes de caelo tactae erant.

4. CICERO—*Ad Q. Fratrem,* i., 2.

Sed tempore ipso de epistola. Nam quum hanc paginam tenerem, L.
Flavius, praetor designatus, ad me venit, homo mihi valde familiaris.
Is mihi to ad procuratores suos litteras misisse, quae mihi viae sunt
iniquissimae, ut quid in bonis L. Octavii Nasonis fuisset, cui L.
Flavius heres est, deminueret ante, quum C. Fundanio pecuniam sol-
vissent. Itemque misisse ad Apolloniidenses, ne de bonis, quae Octavii
fuissent, deminui paterentur prius quam Fundanio debitam solutum
esset. Haec mihi veri similia non videntur: sunt enim a prudentia tua
remotissima. Ne deminuant heres? Quid si iuditiata? Quid si omnino
non debet? Quid si praetor solet iudicare debet? Quid si ego Fundanio
non cupio? non amicus sum? non misericordia movetur? Nemo magis:
sed via iuris eius modi est quibusdam in rebus, ut nihil sit loci gratiae.

SECOND YEAR.

LATIN.—*Examiner*, Professor MAGUIRE, LL.D.

Translate, with brief notes where you think necessary :—

1. JUVENAL, xv., 140–158.

Quis enim bonos et fuge dignus
Areous, qualem Cereris vult esse sacerdos,
Ulla aliena sibi credat mala! squarat hoc nos
A grege mutorum, atque ideo venalibile soli
Sortiti ingenium divinorumque capaces
Atque exercendis capiendisque artibus apti,
Sensum a coelesti demissum traximus arce,
Cuius egent prona et terram spectantia. Mundi
Principio induluit communis conditor illis
Tantum animas, nobis animum quoque, mutuus ut nos
Affectus petere auxilium et praestare iuberet,
Dispersos traherre in populum, migrare vetusto
De nemore et proavis habitatas linquere silvas,
Aedificare domos, laribus coniungere nostris
Tectum aliud, tutos vicina limine somnos
Ut collata darei fiducia, protegere armis
Lapsum aut ingenti nutantem vulnere civem,
Communi dare signa tuba defendier iidem
Turribus atque uta partarum clave teneri.

2. Virgil—*Georgics,* iv., 432-451.

Sternunt se somno diversæ in litore phocæ;
Ipse, velut stabuli custos in montibus olim,
Vesper ubi e pastu vitulos ad tecta reduxit
Auditisque lupos acuunt balatibus agni,
Considit scopulo medius numerumque recenset.
Cuius Aristæo quoniam est oblata facultas;
Vix defessa senem passus componere membra,
Cum clamore ruit magno manicisque lacentem
Occupat.   Ille suæ contra non immemor artis,
Omnia transformat sese in miracula rerum,
Ignemque, horribilemque feram, fluviumque liquentem.
Verum ubi nulla fugam reperit fallacia ; victus
In sese redit, atque hominis tandem ore locutus.
   " Nam quis te, iuvenum confidentissime, nostras
Iussit adire domos ? quidve hinc petis ? inquit. At ille :
   Scis, Proteu, scis ipse, neque est te fallere quidquam ;
   Sed tu desine velle.   Deum præcepta secuti
   Venimus, hinc lapsis quæsitum oracula rebus."
Tantum effatus.   Ad hæc vates vi denique multa
Ardentes oculos intorsit lumine glauco,
Et graviter frendens sic fatis ora resolvit.

3. Tacitus—*Annals,* i, 8.

Nihil primo senatus die agi passus nisi de supremis Augusti, cuius
testamentum inlatum per virgines Vestae Tiberium et Liviam heredes
habuit.   Livia in familiam Iuliam nomenque Augustum adsciscebatur ;
in spem secundam nepotes pronepotesque, tertio gradu primores civitatis
scripserat, plerosque invisus sibi, sed iactantia gloriaeque ad posteros.
Legata non ultra civilem modum, nisi quod populo et plebi quadringen-
ties tricies quingenties, praetoriarum cohortium militibus singula num-
mum milia, legionariis aut cohortibus civium Romanorum trecenos
nummos viritim dedit.   tum consultatum de honoribus ; ex quis maxime
insignes visi : ut porta triumphali duceretur funus, Gallus Asinius, ut
legum latarum tituli, victarum ab eo gentium vocabula anteferrentur, L.
Arruntius censuere.   addebat Messala Valerius renovandum per annos
sacramentum in nomen Tiberii ; interrogatusque a Tiberio num se man-
dante eam sententiam prompsisset, sponte dixisse respondit, neque in iis
quae ad rem publicam pertinerent consilio nisi suo usurum, vel cum pe-
riculo offensionis.   Ea sola species adulandi supererat.   conclamant pa-
res corpus ad rogum humeris senatorum ferendum.   Remisit Cæsar
adrogantia moderatione, populumque edicto monuit, ne, ut quondam nimiis
studiis funus divi Iuli turbassent, ita Augustum in foro potius quam in
campo Martis, sede destinata, cremari vellent.   Die funeris milites velut
praesidio stetere, multum inridentibus qui ipsi viderant quique a paren-
tibus acceperant diem illum crudi adhuc servitii et libertatis inprospere
repetitae, cum occisus dictator Caesar aliis pessimum, aliis pulcherrimum
facinus videretur : nunc senem principem, longa potentia, provisis etiam
heredum in rem publicam opibus, auxilio scilicet militari tuendum, ut
sepultura eius quieta foret.

4. Cicero—*Ad Famil.,* i, 9.

Nam hoc senatus consulto in meam sententiam facto Pompeius,
quum mihi nihil ostendisset se esse offensum, in Sardiniam et in Africam
profectus est eoque itinere Luceam ad Caesarem venit.   Ibi multa de mea
sententia questus est Caesar, quippe qui etiam Ravennae Crassum ante
vidisset ab eoque in me esset incensus.   Sane moleste Pompeium id ferre

constabat, quod ego quum audissem ex aliis, maxime ex meo fratre cognovi. Quum quum in Sardinia Pompeius paucis post diebus, quam Luca discesserat, convenisset: "Te, inquit, ipsum cupio: nihil opportunius potuit accidere: nisi cum Marco fratre diligenter egeris, dependendum tibi est, quod mihi pro illo spopondisti." Quid multis? questus est graviter: sua merita commemoravit: quid egisset saepissime de actis Caesaris cum ipso meo fratre quidque sibi is de me recepisset in memoriam redegit.

CHEMISTRY.—*Examiner, Professor Rowney, PH.D.*

1. Describe the nature and properties of the gas produced when zinc is acted upon by dilute sulphuric acid.

2. Give an explanation of the terms element and compound radical.

3. Describe the method of preparing nitric acid, its properties and uses.

4. What is meant by catalysis?

5. Give the composition and properties of starch.

6. Describe the process of fermentation.

7. How is metallic mercury obtained?

8. Give an explanation of the terms oxidation and deoxidation.

9. Give the composition and properties of alcohol.

10. Mention the principal constituents of coal gas.

11. Give the composition of ammonium nitrate, and state the decomposition that takes place when this salt is heated.

12. How is hydrofluoric acid obtained, and to what uses is it applied?

SURGERY.—*Examiner, Professor Browne, M.D.*

1. Describe local and general symptoms of an abscess forming in bone. In which bones and in what portions of them is abscess usually found, and what treatment should be adopted.

2. Describe and compare the principal effects of acute inflammation in mucous, serous, and synovial membranes, taking, for instances, the conjunctiva tunica, vaginalis, and synovial membrane of knee joints.

3. Describe the different modes of union of wounds of soft parts.

4. What are the several causes of compression of the brain, modes of distinguishing them, and treatment.

5. A man gets a stab of a knife in the right side of the chest between the fifth and sixth ribs, which has wounded the pleura; describe the symptoms which would probably occur during its progress, and how you would treat the case.

6. Describe the mode of union in a fracture of a long bone.—the femur for instance—from the first commencement to the completion of perfect restoration of the fractured bone.